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THE AMERICAN UNIVERSITY IN WORLD AFFAIRS



FROM THE PRESIDENT'S OFFICE

The American University in World Affairs

Since World War II, our national leaders have insistently warned us that we must recognize our responsibilities in the world and learn to meet the challenges they entail. At least one segment of the American public—the academic world—has taken these warnings seriously. Few people have any idea of the vigor and imagination with which the colleges and universities have responded. They are rapidly emerging as a new source of strength for the nation in our international dealings.

The assets the universities have built up in the international field are of several kinds. It is a conviction of the academic world that able and highly trained individuals are the most important ingredient in any enterprise. So when the universities were faced with the need to build strength in the international field, they set it as their first goal to produce such individuals.

There has been time for a generation of students to reach professional status since World War II. There are young men doing responsible jobs in our embassies around the world who didn't begin university training in their specialty until after the war. There are young professors teaching international affairs whose interest in the field was first aroused when they served overseas during the war.

The generations of students coming along do not represent the only gain. Many mature scholars who had little previous interest in international affairs have been attracted to that field by the sheer urgency of the problems involved. Numerous opportunities to gain overseas ex-

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perience have been available to such men and, as a result, many have developed competence in one or another field of international affairs.

THE UNIVERSITY OF CHICAGO. In 1948, Milton Singer thought of himself as a specialist in symbolic logic, mathematical logic, and the philosophy of science. If anyone had suggested that he was an Asian expert, he would have denied it emphatically. Today he presides over one of the leading university programs designed to acquaint undergraduates with Asia. Back of the change lie ten years of intensive study—at the University of Pennsylvania, renowned for its work on South Asia; at the University of California, strong in all fields of Asian studies; and then overseas in India and other Asian countries. At the moment, Singer—who has never stopped studying since he left the University of Texas—is learning Tamil, one of the South Indian languages. Next year he will return for another period in India.

The second major asset that the colleges and universities have developed since World War II is a substantial number of great university centers for research and training in the international field.

HARVARD UNIVERSITY, January, 1958. Three days of conferences, climaxed by a dinner meeting, celebrated the tenth anniversary of the Russian Research Center at Harvard. Ten years earlier, there had not existed in the United States any large-scale center for research on the Soviet Union; but as of January, 1958, there was probably no competent American expert on the U.S.S.R. who did not have several Russian Research Center books on his shelf. For those ten years the Center had been a Mecca for Americans seriously concerned with the Soviet Union—journalists, State Department officials, officers from the Pentagon, and scholars from other institutions. The Center had produced well over 30 books and monographs and some 350 articles. The able and highly trained men who built up the Center had set out to gain a thorough knowledge of the U.S.S.R. at a time when such knowledge was extraordinarily difficult to obtain. They had succeeded, and in doing so had effectively served the national interest as well as their own scholarly objectives.

The third asset the universities have developed is a grasp of the ways in which they can function effectively in international activities. There are a great many ways to do it badly. After much trial and error, the universities are learning to do it well. In the following pages we shall look at some of the ways that have proved most useful.

The Undergraduate

The first responsibility of the colleges and universities is to the undergraduate. They must bring home to the student the fact that

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his country faces profound challenges on the international front. They must help him see his country's world role in perspective. Just as they must provide him with a deep understanding of his own heritage and the domestic issues facing the nation, so they must provide him with a grasp of other cultures and the issues between nations.

Immediately after World War II courses in international relations mushroomed. More recently the colleges and universities have been making special efforts to develop courses which deal with Asia, Africa, and other areas previously neglected in the college curriculum.

COLUMBIA UNIVERSITY, 1958. Three undergraduates sat listening to Professor Wm. Theodore de Bary comment on some of the problems a Westerner faces in comprehending Chinese thought. As students in de Bary's course in Oriental civilization, they were not unfamiliar with these problems. The man who was speaking to them so competently on this difficult subject was neither a native of China nor an Old China Hand. He had come to Columbia a little more than twenty years ago as a serious youngster from New Jersey, and one of his professors had interested him in studying Chinese. Two decades of effort had made him a leader in the movement to provide the American student with a clearer view of the non-Western world.

All students should have *some* exposure to world affairs. A small number of students will wish to go beyond this and place the major emphasis of their college years on international affairs. The universities must spare no effort to provide programs for these young people. From their ranks will come many of our future diplomats, our teachers and writers on international affairs, our businessmen concerned with world-wide enterprises.

Even those who do not go on to such specialized careers will enlarge that small segment of the populace which is responsive to international issues and prepared to listen intelligently when national leaders discuss such issues. If these individuals are provided with an understanding of what is going on in the world and what is at stake for the United States, they can be powerful forces in support of a sound foreign policy and effective critics of a bad one.

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Increasingly effective use is being made of overseas experience for undergraduates. For some years such students have traveled outside the United States for study, but except in the case of a few serious programs the travels have not been linked with rigorous educational goals. Today some colleges are trying new patterns of overseas study—programs designed not only to increase the student's understanding of another part of the world but also to enlarge his competence in specific subjects. Colleges are beginning to discover that with a little ingenuity they can design overseas study programs that are relatively inexpensive and yet as intellectually demanding as anything the student would take on his own campus. Although these new programs involve hard work, they are popular with the students.

TUCUMAN, ARGENTINA, September 17, 1958. A group of leading citizens of this Argentine city were gathered for the weekly Rotary Club luncheon. One of the questions agitating the Argentine nation was whether the state has a right to control the activities of private universities, so the group listened attentively when Bill Large, an American undergraduate at Colgate University, talked to them about private universities in the United States.

Bill Large was one of a group of Colgate students studying in Argentina and living with Argentine families as a part of their regular college program. He and his fellow students attended classes and studied many hours each day. The fact that their lectures were conducted in Spanish added to the difficulty of their work. In addition to studying, they attended meetings, gave talks, accomplished a certain amount of sightseeing, and in general served as unofficial ambassadors.

Experience outside the United States can be relevant for the undergraduate in a number of fields, but of course it finds its most immediate usefulness in language study. Interest in languages has risen sharply in this country, and new methods of instruction are giving a liveliness to language teaching that it has not always had.

Graduate Education

Graduate education in international affairs has two reasonably distinct objectives. One of them is to educate academic specialists. Our colleges and universities cannot hope to offer intelligent instruc-

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tion on international matters unless they expend great effort on the preparation of teachers, to say nothing of the smaller corps of experts who do the research and write the textbooks. Advanced training in this category has been facilitated by the emergence of major university centers for research and teaching on world affairs. Among the most interesting of these are the centers for the study of foreign areas.

NIIIKE, JAPAN, May, 1950. When a murder was attempted in Niiike—an extremely rare occurrence in that tranquil community—a couple of University of Michigan scholars volunteered to drive the victim to the hospital. The fact that the two young Americans were on hand for such emergency duty surprised no one. They had been spending every available hour in Niiike gathering material for their book, *Village Japan*. These Americans and others like them—fluent in Japanese and intimately familiar with Japanese life—are the reason why distinguished Japanese who visit the United States often make a special point to include Ann Arbor, Michigan, in their itinerary. The University of Michigan has for some years had the leading university program of Japanese studies in this country.

The University's intimate contact with the people of Japan is well illustrated in the letter written by the mayor of Okayama City when the University closed its field research station in that community:

"To tell the truth, I fear to lose opportunities to intercourse with you all by the close-down of the Center. In a Buddhist Scripture we read, 'People who were born must die, and People who met must part.' There is nothing permanent on this earth. But what a great and unbearable solitude it is to admit all this!"

The other major objective of graduate education in international affairs is to serve those students who intend to pursue non-academic careers in the field.

THE KENNEDY SCHOOL OF MISSIONS, Hartford, Connecticut. It is late afternoon and a graduate student, preparing himself to join the approximately 25,000 United States missionaries abroad, is working alone in the Linguistics Laboratory, listening to a tape recording and making occasional phonetic notes. He is studying Yoruba, a language spoken by several million people in West Africa, chiefly in Nigeria. He does not feel that he has been assigned to one of the rarer languages: his fellow students are working on such lanaguages as Tchien, Senari, Bariba, Tiv, Lomongo, Kpelle, Zulu, Kiyanzi, and Kikongo.

The professional diplomat is usually satisfied if he knows French or some other language frequently used in international negotiations. The missionary may in the course of his career have to learn languages the statesman never heard of. Since he may have to learn languages for which no written grammar

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If exists, he is taught how to listen for the sounds of a language, how to record those sounds, and how to develop his own grammar and lexicon. The techniques of modern linguistics provide him with precise methods for analyzing a language.

A number of universities offer a Master's degree for the student who intends to pursue an international career in government, in business, or elsewhere. Some universities have special schools, such as the Fletcher School of Law and Diplomacy at Tufts University, which prepare students for careers in international affairs. One study reveals that of the people who occupied policy-making positions in the Department of State in 1951-52, over 35 per cent held the M.A. degree. A decade ago such opportunities for graduate training were limited. Today they are numerous and varied.

PRINCETON UNIVERSITY. In June, 1950, Donald Easum received his Master's degree from the Woodrow Wilson School of Public and International Affairs. In 1953 he received his Ph.D. in the Department of Politics. Most of his classmates didn't hear of him again until June, 1958, when *The New York Times* and the wire services carried his name in a dispatch from Indonesia. He was then vice-consul in the United States Embassy in Jakarta, and it fell to him to negotiate for the release of an American held by the Indonesians. The American, an airplane pilot, had been placed under arrest when he had crashed the plane he was flying. Indonesian officials could forgive the crash. They were finding it hard to forgive the fact that he was flying in the service of rebel forces which were seeking to overthrow the government.

In handling the assignment, and others like it, Easum was rounding out his professional education in the only way it could be rounded out. He had obtained a broad liberal arts education, he had solid graduate training in the field of his specialization. And now he was gaining the field experience every professional must have.

The man who enters an active career in international affairs is fortunate in getting early overseas experience as part of his job. Such overseas experience is also important for teachers and research workers, but it is less easily arranged. There was in the past a strong tendency to disregard this requirement, chiefly because overseas experience is expensive, but we now recognize that it must not be disregarded.

ODESSA, U.S.S.R., 1956. A young American is sitting in an ice cream parlor chatting with a Latvian woman. He speaks fluent Russian, and the conver-

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sation moves at a lively pace. The woman, carried away by the excitement of talking to an American, begins to tell him how much better things were in Latvia before 1940. A Russian Communist who is present takes issue with her and an hour-long argument ensues. The American, Thomas Hammond, a history professor at the University of Virginia, occasionally contributes a question or comment, but for the most part simply listens attentively and studies the faces of his momentary acquaintances.

After Stalin's death, when the U.S.S.R. began to ease travel restrictions, the opportunity to see Russia first hand was seized by a great variety of Americans. Most of them had no grasp of the language and no great knowledge of the country. But the Russian officials must have noticed that among the visitors were many scores of Americans in their thirties and forties who spoke Russian and exhibited an intimate knowledge of the U.S.S.R. These were young Americans like Thomas Hammond who were trained in the universities of this country to be specialists on the U.S.S.R. Most of these highly trained specialists were holders of the Ph.D. degree. Their command of the Russian language was excellent. Their knowledge of the country was profound. But until the relaxation of travel restrictions, they had never had the opportunity to visit the land on which they were supposed to be expert!

Research

Research is a basic responsibility of the university and an essential ingredient of all advanced training. Today American university research people may be found in every corner of the world engaged in fundamental investigations that dig far beneath the surface of current issues. These research people fit neither the popular picture of the unworldly scholar nor the widely circulated picture of the ignorant American tourist. As a rule they know the language of the area in which they are working. They probably know the local history far better than most of the natives. And though their research may be far removed from practical affairs, they are almost invariably familiar with the political and social tensions that exist in the region at any given time.

MALAYA, 1952. Two men sat facing each other in a bare room. The smaller of the two was a Malayan Chinese ex-Communist who had voluntarily broken with the Communist guerrilla forces and given himself up to the British. The other, a big American with the build of an athlete, addressed questions to the ex-Communist in Kuo-Yu, the *lingua franca* of the jungle. The responses came swiftly, with great energy and at great length. The Malayan explained how he

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was drawn into the Communist Party, what it was like to be a member, why it had had such a hold on him, what led to his disillusionment, and how he had made the decision to break with it.

The American was Lucian Pye, then at Princeton University and now at the Massachusetts Institute of Technology, and he had learned Chinese as the son of missionary parents. The interview was one of many that served as the basis for his book, *Guerrilla Communism in Malaya*, a brilliant contribution to an understanding of the Communist Party's strengths and weaknesses.

The Practical Application of Knowledge

In these days we are acutely aware that advances in fundamental knowledge may have practical usefulness. When the universities developed a corps of highly trained personnel and a certain amount of usable knowledge in the international field, there was soon pressure to put these people and this knowledge to work on practical problems. Thus when the Senate Committee on Foreign Relations undertook in early 1959 to make "a full and complete study of U.S. Foreign Policy," it wrote contracts with seven universities to do important pieces of the study.

The practical demands upon the universities may involve teaching, research, technical assistance, or simply expert advice.

COMMITTEE ON FOREIGN RELATIONS, United States Senate, February, 1959. Harlan Cleveland of Syracuse University appeared before the Committee. Senator Fulbright told him: "You are not here to testify on any particular piece of legislation, but generally to enlighten the Committee about matters in the field of foreign policy." Dean Cleveland's testimony covered a broad range of problems relating to our foreign policy. Having held several key governmental posts in our foreign economic program, which included field assignments in Italy and China, he spoke with particular authority on that subject. But he also dealt with the problem of obtaining able personnel to represent the United States abroad—a problem on which he had just completed a major study.

Dean Cleveland pointed out to the Senators that there are today nearly 1,600,000 Americans living and working abroad—almost 1 per cent of the total population. And he pointed out, too, how deeply involved the universities have become in overseas activities.

Sometimes the universities accomplish important practical results in the normal pursuit of academic objectives.

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HACIENDA VICOS, in a valley of the Peruvian Andes, Summer, 1957. Two men engaged in earnest conversation squat at the edge of a potato field. As he talks, one of the two, Allan Holmberg, turns over in his hands one of the large potatoes which has just been harvested. A ruddy man with straw-colored hair, the North American speaks excellent Spanish. He has just congratulated his companion, one of the Hacienda foremen, on the remarkable improvement in size between the old and the new strains of potatoes. But he reminds the foreman that the purpose is not only to raise bigger potatoes but to make better men. He says that he wants the Indian farm workers to share at every stage in the thinking and planning of the agricultural work; and he points out how this relates to all of the other efforts which are being made to improve health practices, literacy, and the processes of self-government on the Hacienda.

Holmberg, a professor at Cornell University, initiated the Vicos project, with the approval of the Peruvian government, as a means of studying economic and social change. His methods yielded such remarkable results that the Peruvian government has designated the Hacienda Vicos as one of its principal training centers for technical personnel and has set up five similar programs in other parts of the country.

A relatively new element in the international activities of the universities is the government contract for overseas work. The bulk of such contracts have been written by the International Cooperation Administration (ICA). Under the terms of the contract, the university in the United States undertakes to perform certain services. It may assist a foreign government in the application of modern agricultural techniques or the reorganization of its fiscal procedures. It may collaborate with a foreign university in setting up a program of training in public administration.

Such tasks are on the whole fairly new to the universities, and it will surprise no one to learn that there have been some failures. Large sums of money poured into universities without adequate understanding of what the universities are capable of accomplishing and without adequate forethought by the universities themselves have inevitably led to some mistakes. But the majority of universities involved in overseas contracts today are doing a remarkably effective job.

SAIGON, September, 1954. Professor Edward Weidner sat in the office of Premier Ngo Dinh Diem of South Vietnam and listened attentively as the Premier outlined the nature of the problems on which he required assistance—public

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administration, police administration, and economics. It was not the first time the two had met. Before Ngo Dinh Diem had come to power, he had visited Michigan State University at the invitation of the Governmental Research Bureau, of which Weidner was director. As a result of the conversation and of other preliminary studies and negotiations, the ICA executed a contract with Michigan State University to provide the services and advice the Premier needed.

It was an important and delicate assignment. When the University started work in May, 1955, the situation in South Vietnam was critical. There was little time for educational programs. Everyone's thought was to contribute to the immediate survival of the nation. Michigan State University plunged into the emergency activities with energy and good sense—helping to organize refugee relief, to reorganize the office of the President, and to remodel the various police systems of the country.

Public Education in International Affairs

Some people who are impressed with the urgency of the day's events criticize the universities for giving their chief attention to long-term goals—fundamental research, the training of graduate students, the writing of scholarly monographs. Such people often urge that the universities give more attention to educating the public. Of what use are fine research and brilliant experts, they ask, if the public is so ignorant of international affairs that it stands as an immovable obstacle to a sound foreign policy?

As a matter of fact, the universities have not ignored this problem. Many universities offer extension and evening classes which include work on international subjects for the layman. Many of them hold public conferences on world affairs. And professors concerned with any aspect of international affairs consider it part of their responsibility to accept speaking engagements and to participate in one or another kind of public education.

LARAMIE, WYOMING, Summer, 1956. Not many members of the audience could guess that the young professor addressing them so lucidly on United States foreign policy was soon to be a United States Senator.

The occasion: the University of Wyoming's tenth annual Institute of International Affairs. The speaker: Gale W. McGee, Professor of History and Director of the Institute of International Affairs. The audience: school teachers and community leaders from Laramie and neighboring towns, and citizens of Laramie

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with an interest in international affairs. Dr. McGee, a dynamic man in his early forties, was well fitted for the task of public education—as he was well fitted for his university duties. In Laramie the world's crises sometimes seem far away, but that night they seemed real and immediate.

International Scholarly Communications

The world of the universities has always had an international character. Not only does the tradition still exist—it has gained new vitality. One manifestation is the international conference. Such meetings rarely make the headlines, but in any month of any year one can find university people traveling, bag in hand, to some international meeting.

UNIVERSITY OF HAWAII, July, 1959. Some of the world's most distinguished philosophers had gathered in Honolulu for the East-West Philosophers Conference. The first Conference was held in 1939, the second in 1949, so that some of the philosophers present at this session had been friends and correspondents of twenty years standing. Between sessions the philosophers strolled through the tropical foliage of the University campus and continued to debate the issues of the Conference. As they reviewed the sessions, there was many a chuckle over one contribution by Dr. Suzuki, the great exponent of Zen-Buddhism. At one point in the discussion the wise and aged doctor had observed that in Japan the Buddhists' concern is primarily with funerals and the dead. Wu Ching-Hsiung, the distinguished Chinese philosopher and legal scholar, promptly interjected, "You say that in Japan the Buddhists are concerned with the dead, yet you have just written a book called *Living By Zen*." Dr. Suzuki's face lighted with enthusiasm as he leaned forward to reply, "According to Zen, living and dying are the same thing."

The exchange professor is another major contributor to international scholarly communication. Professors come from all over the world to hold temporary appointments in the United States, and our professors move out to foreign universities.

Another form of international scholarly communication takes place through the so-called "sister relationship" between a university in the United States and a university overseas.

SAN JOSE, COSTA RICA, July, 1958. Franklin Murphy, the vigorous chancellor of the University of Kansas, was sitting in the office of Rector Facio Brenes of the University of Costa Rica, trying to explain what an American state university is like. Less than thirty days earlier he might have been observed

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standing on a street corner in Moscow, holding forth on the same subject to a Soviet educator. In both places, he not only talked but listened, reflected on differing philosophies of education, and looked with fresher eyes at the nature of American educational objectives.

Out of the conversations in Costa Rica came a highly constructive plan for a sister relationship between the two universities, involving exchange of faculty as well as exchange of students.

But the most striking manifestation of the ancient tradition of education across boundaries is the large number of foreign students who visit the United States each year. During the academic year 1958-59, there were 57,574 foreign citizens in the United States for educational purposes. No one who has thought for a moment about our relations with other countries can doubt the significance of this great influx of young people into this country. They carry away not only knowledge and skills but indelible impressions of the United States and its people.

BERKELEY, CALIFORNIA, 1955. Gikonyo Kiano was standing on the steps of the University of California's great Bancroft Library engaged in lively debate with a group of American students. They were questioning him about the Mau Mau uprisings in Kenya, and young Kiano, himself a member of the Kikuyu tribe, was expressing his opposition to violence and terrorism as forms of political action. At the same time he was trying to make his listeners understand some of the factors which led his fellow tribesmen to rebel. His friends knew that within a few months Kiano would complete the requirements for the Ph.D. degree in political science at the University of California. They did not know that within a brief four years he would be a member of the Legislative Council of Kenya, and would rank as second to none but Tom Mboya as leader in his country. Kiano is now 31 years old, and is often spoken of as a potential prime minister of Kenya.

One interesting consequence of the influx of foreign students is that there now exists a very large alumni body of individuals who have studied in this country. University presidents traveling abroad have sometimes been astounded to discover that wherever they stopped they were welcomed by devoted alumni who held strong sentiments of loyalty toward their alma mater.

PAKISTAN, February, 1959. M. Rafique, native of Pakistan and alumnus of the University of Minnesota, had ridden a train for eight hours in order to chat

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with Forrest Moore, an official of the University who was visiting Pakistan. Rafique, who had taken the agricultural course at Minnesota, talked to Moore of the value of his training and of the difficulties in putting scientific knowledge to work. He spoke of his problems—too little equipment and money, too many things to be done, colleagues who knew nothing of research. Moore asked, "Do you have any trouble getting the farmer of your country to adopt agricultural practices that will help him improve his yields?" The alumnus smiled. "Not if he can see the effects," he said. "We plant an experimental plot alongside of his, and there is no farmer in the world who will deny the evidence of what his eyes tell him."

* * *

The Ugly American and other popularized criticism of our overseas activities have given wide circulation to the notion that most Americans overseas are fools or worse. This is not true in general, and it is not true specifically of the university people who have entered this field in recent years—whether as students, teachers, research workers, technical consultants, or administrators.

This is not to say that no mistakes have been made. There are incompetents in every line, and some achieve professorial rank. Some of the university contracts abroad have fizzled. Some university courses on international affairs have been out of date or unrealistic. Some of the professors who have traveled to far lands to give expert advice have been unequal to the task.

Fortunately, the mistakes to date have not been major ones, and the successes have been impressive. The people involved in the international activities of the colleges and universities are men and women committed to professional standards. They are not sentimentalists who imagine that an amiable preference for international understanding will be sufficient to achieve the goals they have in mind. They know that the tasks facing the United States in this complex and crisis-ridden world are stubborn and intricate—and are only to be solved by competence, hard work, and understanding applied to a host of specific issues. The Big Assignment breaks down into innumerable little assignments, and the little assignments are demanding: they require skill and comprehension and back-

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breaking effort. Academic people, as well-trained professionals, are equipped to understand such exacting assignments.

The universities are not new to the international scene. On the contrary, they have a long and distinguished record of international activity. But the scale of this activity has increased immeasurably. This is not traceable solely to an impulse on the part of the universities themselves. There is much in the world situation that makes it inevitable. There is, for example, an increasing recognition of the fact that ideas are weapons. It is ironic that the United States, whose early dynamism as a nation owed everything to the vitality of certain key ideas, had to learn again at the hands of the totalitarian nations that ideas are potent.

Another circumstance in modern world affairs that forges a role for the universities is that nations are increasingly eager to place before the world the full panoply of their intellectual, educational, and aesthetic achievements.

An even more important circumstance is the rise of technical assistance as an activity. Most technical assistance activities are carried on by professional men, and a high percentage of them have university connections.

But behind all the specific reasons for the rise of the universities in world affairs is the fact that educated talent, technical competence, and professional skills are indispensable in coping with the complexities of modern civilization. In this sense the emergence of the university as a factor in international affairs is simply a counterpart of its emergence as a central and influential institution on the domestic scene.



A handwritten signature in cursive ink, appearing to read "John W. Spaulding".

P R E S I D E N T



John Collier, Jr.

Far from his home campus,
an American college professor
continues to study . . .



Stark beauty and stark poverty

can be found anywhere . . .





3 photos—John Collier, Jr.

and learning is hard anywhere.



Dawning political awareness in the new nations i



Kryn Taconis—Magnum

of high interest to American political scientists.



Two cultures
meet . . .



in Thailand, an American exchange student
balances her academic studies with
learning traditional gestures of a Thai dance;

an American university official visits
an alumnus in Taiwan . . .



and the daughter of an American political scientist
helps her father in his field interviewing.



Robert A. Lystad

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Higher Education on the World Scene

The campuses of many American universities have now reached out to many corners of the globe. Professors are teaching and doing research abroad; many students do some of their study overseas; the universities themselves, as institutions, often have close relationships with foreign institutions.

The Expanding Campus

Until recently, it was generally believed that foreign study, if it were to take place at all, was best left for graduate students. An “exposure” to foreign societies was felt to be “broadening” for undergraduates, but it was assumed that the benefits of such exposure would be primarily and vaguely cultural, not academic.

Yet, when one thinks about it for a time, it becomes apparent that there *is* opportunity for serious and meaningful study overseas by mature and intelligent undergraduates. Certain fields lend themselves to this kind of study naturally—languages, for instance, and anthropology and international relations, among others. Despite this, there are problems to be encountered in planning really worthwhile overseas experiences for undergraduates—problems in selection, in the mere mechanics of arranging study programs, and, of course, expense.

During the year under review several Carnegie grants went to experimental programs for undergraduate education overseas. Columbia University’s Inter-University Committee on Travel Grants received funds for sending 20 carefully selected students from five

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colleges to the Soviet Union for a language-learning experiment last summer. The students, all of whom had previously studied Russian, were tested on their language facility before leaving for six weeks in the U.S.S.R. and on their return.

Two other grants—both of which involved several different universities—were made for undergraduate study in specific academic fields overseas. Princeton University received a three-year grant, which it will administer in collaboration with Colgate, Columbia, Rutgers, and Swarthmore, for a program in which undergraduates will study abroad in the field of international relations. About 15 juniors from the five institutions will be selected to spend three months in Europe during the summer. Part of their time will be spent at the Institute for Social Studies at The Hague; the rest will be spent on individual study projects in various places (knowledge of the appropriate language will be required). Each student will then submit a research paper on his chosen topic to his own institution for credit.

Under a somewhat similar grant to Columbia University, about 18 students will be selected from Columbia, Cornell, and Harvard Universities to do summer work with senior anthropologists from those institutions in Mexico, Ecuador, and Peru. A working knowledge of Spanish will be required. Each student's work in the field will be carefully supervised by a faculty member, and each will submit a research paper on his return to the United States.

Under another cooperative arrangement, the University of Kentucky will administer a program under which students from several American universities will do summer study at the Technological Institute in Monterrey, Mexico. The students, who will work in such fields as geography, geology, Spanish language, and Mexican history and literature, will be led by specialists from the faculties of the American institutions taking part.

Universities in Overseas Relationships

The relationships which universities may have with other universities abroad are of such extent as well as variety as to have been

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unimaginable a few years ago. New and imaginative forms of cooperation between American institutions and their overseas counterparts are coming into being.

The University of Kansas has recently entered into a long-term relationship with the University of Costa Rica. The University requested Carnegie Corporation to support one facet of a four-part program, which also includes, under other auspices, provision for undergraduate and graduate student exchange. Carnegie will support a plan by which young University of Kansas teachers, from a variety of disciplines, will receive intensive Spanish language instruction during the summer, spending a final month at the University of Costa Rica where they will improve their Spanish as well as get to know their Costa Rican counterparts. During the following year a seminar on Costa Rican and Central American affairs will be set up at the University of Kansas, involving these faculty members plus other Kansas staff who are already competent in Latin American affairs. The next summer the original group will return to Costa Rica for the full three-month period, doing teaching and research. Eventually the University hopes to have a core of faculty members reasonably competent in Spanish and with a deep understanding of the people and culture of Costa Rica.

Another Carnegie grant for increasing cooperation among North American and Latin American educators went to the Institute of International Education for the Council on Higher Education in the American Republics, which was established with Carnegie support last year. Under the original grant a number of North and South American educators exchanged visits to one another's campuses, met together, and eventually established the Council as a continuing organization. Other educators will be drawn into the Council's program this year, and the Council also plans to sponsor certain research which will be of interest to universities on both continents.

Further support went to Michigan State University's Institute of Research on Overseas Programs, established with a previous Carnegie grant, to complete its study of the overseas programs and relationships

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of American universities. An inventory of existing programs has already been published, and several other manuscripts, based on responses to questionnaires and extensive interviews overseas, will be published later. A final summary volume will provide a thorough analysis of the various types of American university activities overseas.

Africa

Several of the important grants of the year dealt with Africa. Most of them were appropriations from the Corporation's Commonwealth fund, and are described in the Commonwealth section beginning on page 52. One major research effort on Africa, however, is being made by American scholars at the Massachusetts Institute of Technology.

M.I.T.'s Center for International Studies is making a three-year study of economic development and social change in sub-Saharan Africa. The broad-scale research makes use of all of the tools of modern economic analysis, and seeks to examine the real potential for economic growth in this vast area. The research represents a pioneering effort to relate economic development to political change, and to assess the meaning of all this for the international relationships among African nations and other parts of the free world.

The American Council on Education also received a small grant to establish a Committee for Educational Liaison with Africa, under the chairmanship of President J. L. Morrill of the University of Minnesota.

Education for International Affairs

For some years now courses in international relations have been standard fare in most colleges and universities. Recently, for obvious reasons, interest in this phase of education has increased, and new patterns are being developed for preparing young Americans for their world responsibilities.

Education for Careers Overseas

One recent development is that several institutions are now making conscious efforts to prepare students specifically for careers overseas. Two experimental programs along this line received Carnegie support during the year under review.

Syracuse University's Maxwell Graduate School of Citizenship and Public Affairs, on the basis of research done under a previous Carnegie grant, has inaugurated a program to provide a new kind of combined academic and field experience designed to prepare Americans to serve overseas with public and private organizations. Selected graduate students will participate in a four-stage program leading in one year to a Master's degree in public administration. The first period will be devoted to an integrating seminar given by various Syracuse faculty members. It will include such subjects as the understanding of foreign cultures through anthropology, the interpretation of American society, and problems of economic growth. Second, the students will all receive intensive language instruction. Third, they will spend four months attached to the office of some American agency

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in a foreign country, and will live in private homes to continue their language practice. Finally, they will prepare a research paper on some aspect of the operations of the agency they had worked with.

Another experiment to train Americans for overseas service, this one primarily in technical fields rather than administrative, will be run by Montana State University. Montana's will be a two-year degree program which will include anthropological and sociological (as well as technical) study at Montana State, emphasis on training in the language of the area to be worked in, a period of observation and training dealing with Indians in Montana, and a field experience overseas lasting from nine months to a year. Finally, on return to Montana State, the students will submit a special paper.

Language training of course plays an essential part in preparation for overseas service in non-English-speaking areas. Two Carnegie grants to the Modern Language Association of America, one to strengthen the Association's program, the other for a conference on the implications for language study of the National Defense Education Act of 1958, were made during the year.

Education in International Relations

We are learning that educating students in international relations involves a great deal more than a mere course in how governments carry on their foreign relations. To understand these complicated matters, one must first understand the history of other nations, and the cultural, social, and political institutions of other civilizations.

During the year under review, Northwestern University received Carnegie support to continue and expand its program of research and training in the field of world history. Under previous Corporation grants, research has been completed for a graduate course on problems of world history which is now being offered at Northwestern, an undergraduate world history course of a comprehensive nature is in preparation and will be offered next year, and considerable attention has also been directed to the problem of teaching world history at the high school level. The present funds will be used to continue

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work on two undergraduate courses, to bring foreign area specialists to Northwestern to cooperate in the work, and to offer summer workshops in world history to meet the needs of high school teachers.

Last year the Corporation made a grant for exploration by Percy Bidwell, former research director of the Council on Foreign Relations, of what actually is being offered undergraduates in colleges and universities in the field of international relations. A further grant made this year will permit Mr. Bidwell to expand and bring to completion his study. Mr. Bidwell is investigating just what contributions certain standard courses, offered on a large-scale basis to freshmen and sophomores—such as history, economics, American civilization, political science, and sociology—make to an understanding of American foreign policy and an enlarging of perspectives on the world outside the United States.

Three institutions received Carnegie grants this year for undergraduate programs in non-Western civilization. The University of Rochester, which has been a leader in the development of non-Western civilization work, received a grant toward strengthening and developing its program. Rochester plans to add several non-Western civilization courses, and to try out some devices to enrich the University's curriculum in this field.

Brooklyn College, which already has several non-Western civilization courses, plans to start new ones with the aid of a Carnegie grant. Brooklyn is particularly eager to offer broad coverage of other world civilizations not only for those students who will go on to specialize in area studies, but particularly for the large numbers of Brooklyn students who go into elementary and secondary school teaching.

Lawrence College hopes to demonstrate how a small liberal arts college, by taking advantage of interest in Asian matters on the part of its own faculty members who are not Asian specialists, and using teaching materials prepared by other colleges, can provide an excellent program in Asian studies without much expense.

Research for International Affairs

With today's pressing need for "action" programs in international affairs, it is sometimes easy to forget that effective action must ultimately find its base in sound research. There are still important areas of the world about which we know far too little; there are still new problems which we have barely begun to explore.

Latin America is an area which has not received enough attention from North American scholars. During the year under review a Carnegie grant went to the Social Science Research Council for a program to advance research on Latin America to be undertaken jointly by the Council and the American Council of Learned Societies. The two organizations represent between them the social sciences and the humanities, and they have established a joint committee on Latin American studies, with the aim of attracting outstanding scholars into the field and identifying areas for research. Research grants will be awarded to individual scholars, and special conferences will be held.

Cornell University received support for a five-year program of training and research in the Andean area of South America. The University plans to conduct research in such fields as political behavior, economic development, social psychology, comparative administration, and demography, in Peru, Chile, Bolivia, Colombia, and possibly Ecuador.

We now have behind us more than a decade of intensive experience with economic and technological assistance programs, but so far

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there have been few attempts to distill the experience of that decade. A four-year Carnegie grant will enable Barbara Ward, the British economist, to study economic assistance programs from the point of view of the receiving country. Miss Ward will make case studies of four countries, and her findings should throw light on what kinds of agencies have performed most successfully and what political arrangements are optimum in achieving effective economic assistance programs.

One serious gap in teaching about non-Western civilizations has been the lack of a comprehensive, well-written history of the Muslim world in the English language. Gustave E. von Grunebaum, director of Near Eastern studies at the University of California at Los Angeles, now proposes to write such a book, for which U.C.L.A. received a Carnegie grant during the year. Professor von Grunebaum plans to treat Islam as it has appeared in various parts of the world, not just the Middle East which was its home, and intends to explain the inter-relations among ideological, social, economic, and cultural as well as political and military events.



The Conservation of Talent

The search for ways to identify, nurture, and conserve talent has, very fortunately for the nation, recently received greater public attention and support than ever before. Citizens at large, and particularly those actually involved in education, have increasingly recognized the truism that a society can flourish only when it makes excellence at all levels a cardinal point in its philosophy.

Talent exists in many different forms. An educational foundation is, almost by definition, committed to fostering academic talent primarily. During the past year a significant number of Carnegie grants, at a variety of educational levels, went to programs which fall under the general rubric of "the conservation of talent."

James B. Conant, whose study of the American public high school received wide publicity during the year as the result of his report, *The American High School Today*, will survey other educational problems with the support of a further grant to the Educational Testing Service. His previous study, based on visits to schools in 18 states, was directed at the four-year comprehensive high school. More than 200,000 copies of *The American High School Today*, which was published by the McGraw-Hill Book Company, have been distributed to date. The book contains 21 specific recommendations for the improvement of public high schools.

Dr. Conant and his staff will now direct their attention to the work of the junior high school, examining various procedures now in effect in grades 7 and 8. In addition, he will give special attention to

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instruction in science throughout the 12 grades, to the problem of the slow reader, and to the different types of problems facing teachers and administrators in different types of communities.

Several other projects which received Carnegie support during the year deal with the conservation of talent at the high school level. The Educational Testing Service is making a study of the backgrounds and characteristics of tenth grade students who drop out of public school before graduation. A national sample indicates that about one out of every four to five sophomores leaves school before graduation. Yet little research has been done on what characteristics, other than ability, differentiate those who do. Some of those who drop out are among the most able third of the school population; special attention will be given to their characteristics.

A grant to Columbia University will enable its Bureau of Applied Social Research to make a study of the educational and career plans of a national sample of high school seniors. The research will attempt to establish the precise relationships among a number of the factors which are known to influence students' college or career plans.

Under a Corporation grant to Yale University, Claude E. Buxton, of the department of psychology, will study motivation for academic achievement among school children. He will seek answers to a number of questions, such as those concerning the relation between academic motivation and other kinds of achievement motivation, and how cultural background in general and parental handling in particular influence the way pupils respond in school to pressures toward motivational change. After examining the critical influences which seem to shape the aspirations of students, Professor Buxton will attempt to devise a test for measuring the strength or weakness of motivation for academic achievement in individuals.

At a higher educational level, a grant to Community Studies, Inc., of Kansas City, was made for a study of academic effort among undergraduate students at the University of Kansas. A small grant last year helped with a similar study involving medical students, which was carried on by the same investigators. Everett C. Hughes,

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professor of sociology at the University of Chicago, will direct the study.

Two grants were made to provide challenging educational experiences for academically talented high school students. Boston College received support for a summer institute to prepare secondary school teachers to give advanced placement courses. Under the advanced placement plan, high school graduates who have already received college-level instruction in one or more subjects are granted higher standing in those courses when they enter college.

The Rockefeller Institute received support for a program under which a few carefully selected high school graduates study science for eight weeks during the summer at the Institute. One aim is to arouse serious interest in science among young people who are about to enter college, and to accelerate their scientific study so that they can proceed to more advanced courses early in their college careers. The courses are planned and taught by graduate students at the Institute, so the program accomplishes another purpose: inspiring interest in teaching among promising graduate students.

Finally, at the very upper reaches of talent, a grant to the University of Michigan will provide for a study of the conditions which lead to high scientific performance in research and development. Particular attention will be paid to the differences in motivation and values which exist between scientists and engineers who are highly creative and those who are not, and to the kinds of settings or work environments in which high creativity occurs.

A major appropriation under the Corporation's Commonwealth program also went for a study of the identification and utilization of talent. This work, being carried out under a grant to the University of Toronto, is described in the section on the Commonwealth beginning on page 52.

The Three R's

Events of the recent past have thrown a spotlight on the teaching of fundamental subjects in the schools. The chief efforts of the Corporation at this level have related to the field of mathematics, but it has also supported some work in other subjects.

Mathematics

Nation-wide attention has been given to the work of the University of Illinois Committee on School Mathematics, which for several years has been fomenting a near-revolution in the secondary school mathematics curriculum and teaching methods. The Committee's work, initially underwritten by the University, received substantial Carnegie support in 1956 and further help this year.

New math courses have been painstakingly developed for grades 9, 10, 11, and 12. The first of these is virtually completed, having been through six revisions already; the other three are well under way. The Illinois experiment, although it does introduce some concepts not usually given until college, is actually more a change in emphasis than in content. Threads of arithmetic and algebra and geometry are followed throughout the four high school years, so that students develop a feeling for the essential unity of all mathematics. And students are encouraged to discover underlying mathematical principles themselves rather than to depend on rote learning. This method of teaching and learning is at least as important to the Illinois group as the actual curricular changes themselves.

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The present Carnegie grant, which will extend over three years, will enable the Committee to finish the production of the four courses. In addition, a substantial part of the sum will be used to teach the Illinois method to mathematics professors who are responsible for training large numbers of high school teachers.

Another set of recommendations about high school mathematics which is bound to have an important effect on the future teaching of that subject has been issued by the College Entrance Examination Board's Commission on Mathematics. The Commission's study was supported by a Carnegie grant in 1956, and a small one made this year will assist in the distribution of the final report. It calls for revision in the content as well as the emphasis of the four-year mathematics sequence, and emphasizes the importance of presenting basic mathematical concepts and principles as early as possible.

When influential groups began revising the high school math curriculum, it readily became apparent that eventually attention would have to be paid to the elementary grades. Many teachers believe that so much damage has been done by the time a student reaches the ninth grade that it is difficult to overcome the blocks and misconceptions he has picked up while learning arithmetic.

During the year under review, two Carnegie grants went for experiments in teaching arithmetic—actually mathematics—at the elementary level. The Committee on School Mathematics at the University of Illinois is beginning to develop courses for grades 1 through 6. They plan to try out all kinds of mathematical ideas on children of different ages, observing at what points they seem ready to grasp certain principles and also in what language the concepts are best couched. Throughout they adhere to the philosophy used in the high school program, namely, the concept of student discovery of mathematical ideas.

An interesting experiment is being carried on in California, where about 3,000 second- and third-grade pupils are learning geometry. Two Stanford University faculty members, Patrick Suppes and Newton Hawley, are convinced that children can begin learning

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geometry as early as the first grade. Last spring they taught geometry to a heterogeneous first-grade class for 15 to 30 minutes a day, and found that the pupils' interest and comprehension exceeded all expectation. Even the technical vocabulary proved to be no problem to the students—nor did the use of compasses! A Carnegie grant to the College Entrance Examination Board made it possible for the two men to complete a workbook for grades 1 through 3 which is now being tried out in four California school districts.

Although a good deal has been done in modernizing the course content of mathematics, relatively little recent attention has been paid to the actual learning process. A Carnegie grant to Princeton University is for experimental psychologist Robert M. Gagne to do three years of research on the learning of mathematical principles. He will attempt to determine the principles of efficient learning for logical and mathematical concepts, and to see how these relate to performance in mathematical problem solving.

A large grant was made to the American Association for the Advancement of Science for its program to improve the teaching of science and mathematics in the secondary schools. With the help of a previous Carnegie appropriation the AAAS has provided university science counselors to high schools, worked with other groups on the subject of teacher certification, encouraged university scientists to take an interest in secondary school science teaching, and aided teachers colleges in upgrading training in the sciences. This kind of work will be carried forward with the new grant.

Finally in the field of mathematics, a grant to the Mathematical Association of America will be used to help the Association strengthen its program. The Association is composed of college and university teachers of mathematics, and is primarily concerned with improving the teaching of math at the collegiate level.

Reading

The question of whether Johnny can or cannot read—if so why, if not why not—has probably given rise to more hue and cry throughout

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the land than any other single educational issue. There are those who claim that today's youngsters cannot read as well as their parents did at their age; others state that the situation is actually reversed. Proponents of one or another method of teaching reading argue vociferously for their method and heap scorn upon other methods. Wherever the truth lies, it is not yet obvious, and any research which may shed light on this complicated problem will be to the good.

During the year under review, a Carnegie grant went to the University of California to support research on reading ability to be carried on by Jack A. Holmes, associate professor of educational psychology. Dr. Holmes, whose background includes work in physical chemistry and physiology as well as psychology, will investigate the influence of sociological, psychological, visual, psycho-motor, and physiological factors on reading ability.

A second grant in the field of reading went to Harvard University for a study of college and university programs for the preparation of teachers of reading. It is clear that if large numbers of pupils have reading difficulties, at least part of the reason lies in the kind of instruction they receive. Yet we have very little factual information about exactly what kind of training prospective teachers of reading actually receive. The Harvard study, to be directed by Dr. Mary C. Austin, will analyze the kinds of training provided by the approximately 300 accredited schools of education in the United States.

Writing

If one shortcoming in American education rivals the issue of reading in terms of public concern, it is that of writing. It is generally agreed that most young Americans—including college students—show serious deficiencies in their ability to express themselves clearly or even grammatically, let alone with grace and facility. This problem is possibly more difficult to tackle even than that of reading.

During the past year a Carnegie grant went to enable one college, Dartmouth, to go into the problem in depth and hopefully come up with an "action program" which might interest other institutions.

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Dartmouth, which has recently revised its freshman English course so as to lay heavy emphasis on composition, plans with the aid of an outside specialist to develop a four-year program built on the foundation provided by the freshman course.

Other Approaches to Improvement of Instruction

One of the most interesting educational experiments of the past few years has been the development of teaching machines. These machines have already been used for teaching languages, mathematics, spelling, and psychology. They allow each student to proceed at his own speed, and they create a situation in which the student must participate actively. They teach and test simultaneously.

A pioneer in the development of such machines has been B. F. Skinner of Harvard University. During the year under review, a Carnegie grant went to Harvard to enable Professor Skinner to develop more teaching materials to feed into the machines.

Education—both learning and teaching—is clearly not the province solely of the field titled “education.” Psychology, it has long been recognized, has much to teach about the learning process. Yet too often there is little active cooperation or collaboration among psychologists and people in departments of education. Several years ago a Carnegie grant was made to Northwestern University for a cooperative program with three major goals: the introduction of a joint undergraduate course in educational psychology which would satisfy the introductory requirements for majors in both fields; a survey of research needs in the field of education to which work done in experimental psychology might contribute; and a graduate training program aimed at turning out educational psychologists equipped with the best available research skills. During the year under review a further grant was made to Northwestern for this program.

Strengthening Higher Education

A fundamental aim of liberal education has always been to help the student integrate his knowledge, to help him learn something about the fundamental areas of human learning and see them in relationship to one another. As the sum of knowledge increases yearly, this task becomes ever more difficult. Varieties of patterns for approaching it, however, exist.

Wesleyan University, in Connecticut, as a strong liberal arts institution, has always been concerned with this problem. In addition, it has recently been thinking about another important question. In common with all other colleges, Wesleyan has asked itself what its responsibilities are in view of the ever-increasing pressure of student numbers. Should it simply decide—as many small, strong liberal arts colleges have done—to hold its enrollment line where it is? Or should it acknowledge its responsibilities by expanding? Wesleyan made the latter decision, and then was faced with another question: How can it keep the advantages of “smallness” as it grows bigger?

Wesleyan’s answer involves a radical reorganization of the University. Present plans call for the eventual creation of a number of colleges specializing in different fields of knowledge. A three-year Carnegie grant, made during the year under review, will support the creation of the first two collegiate programs. One will place emphasis on literary studies; the other will be devoted to public affairs. If these experiments are successful, the University plans to create other

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colleges for the biological sciences, the behavioral sciences, and the creative arts.

The colleges will be substantially broader in scope than any of the existing departments; they will all include several related disciplines. Each student will enroll in one or another of the colleges at the end of his freshman year. His social and intellectual life will center around his college. Wesleyan plans to avoid overspecialization in its students, however, by placing very heavy emphasis upon general education during the freshman year, and by requiring some "distribution" of subjects in the later years. Comprehensive examinations to be given in the senior year will cover not only the subject matter of the student's particular college but also general education.

A major grant during the year went to the Carnegie Institute of Technology to promote teaching and research in subject matters embracing more than one traditional discipline. It is becoming clear that the future intellectual development of the sciences and engineering requires special attention to other emerging fields of knowledge which do not fit neatly into any one of the established departments. Some of these areas embrace scientific and engineering matters on the one hand and subjects traditionally considered to be the province of the humanities and the social sciences on the other. The Corporation grant, which will run for five years, will be used to establish new courses, secure new teachers, and produce background materials.

Princeton University's Council of the Humanities received a four-year grant during the past year. A previous Carnegie grant, made in 1954, had helped support the Council in its efforts to stimulate the development of experimental courses in the humanities, encourage humanistic research, and invite distinguished outside guests to the Princeton campus.

Universities in the Two New States

Universities in the geographically remote 49th and 50th states received Carnegie grants this year in order to bring visiting professors from leading institutions in some of the other 48 states. The Univer-



sity of Alaska, which includes affiliated community colleges, has its main campus at Fairbanks and is farther north than any other institution of higher education in the world. Its offerings in agriculture, engineering, geophysics, and physics are particularly strong. The university administration is eager to strengthen the humanities and social sciences by bringing in outstanding visiting professors in those fields.

The University of Hawaii had received previous Carnegie support for five years for its visiting professors program. A new grant will continue the program. The handicap imposed by the University's isolation from the mainland has to a large extent been mitigated by the visiting professors, who bring new stimulation not only to the students but to the regular faculty members and community groups.

Regional Educational Groups

Readers of these reports will be aware of the interest the Corporation has had in the various regional associations which offer opportunities for colleges and universities in the same region to cooperate in seeking answers to their common problems. Three grants during the year went to such associations.

The New England Board of Higher Education received funds for studies and conferences on the recruitment and preparation of college teachers. The Board will use the Carnegie funds to help the fast developing public and private institutions in the New England area face their responsibilities for training graduate students as future faculty members.

The Committee on Institutional Cooperation, which includes the large Midwestern universities known as the "Big Ten" and the University of Chicago, received support through a Carnegie grant. The Committee has identified several problems affecting all the universities and will sponsor needed research.

The Southern Regional Education Board received funds toward

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the expenses of a national conference on regional education, held during the year. Representatives of the New England Board of Higher Education and the Western Interstate Commission on Higher Education joined with their Southern colleagues to discuss common problems.

Educational Administration

The University of Chicago received Carnegie support for the training of university extension administrators. As enrollments increase in the nation's community colleges, university evening schools, and so on, the role of extension directors becomes increasingly important. Chicago, which has a first-rate Ph.D. program in the field of adult education, will use the Carnegie grant to offer fellowships to outstanding individuals who are already doing extension work.

The University of Omaha received further Carnegie support for scholarships in college business management. During the past four years, with Carnegie help, more than 200 college and university business officers from 40 states have attended the University of Omaha's short course in college business management.

Public Affairs

More than 2,000 years ago Heraclitus declared that “there is nothing permanent except change.” A modern historian might note that if there is one certain thing in our world, it is not merely the fact of change but the fact that the *rate* of change accelerates steadily.

The few years since the end of World War II have seen changes of such rapidity as to have been unimaginable to an earlier generation. There have been enormous strides in science and technology. There have been changes in the patterns of relations among nations, and in the development of weapons which radically reduce the alternatives open to nations with respect to their security policies. We are only beginning to understand the social implications of large and ever-growing organizations.

Perhaps no issue is more important than the impact of science on society, as well as the other side of that coin—one much less talked about—the actual and potential impact of society on science. During the year under review, a three-year Carnegie grant went to Columbia University for support of the Council for Atomic Age Studies.

The Council was formed more than two years ago, with Philip C. Jessup, professor of international law, and I. I. Rabi, professor of physics, as co-chairmen. The purpose of the Council is to act as a clearinghouse for research on the relationships between science and society, and to act as a stimulant to research in this area in the atomic and space age. It is now preparing a schematic analysis of the existing knowledge and projected studies in the field. It is also holding

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a small number of conferences to bring together academic specialists in various fields from other universities and research organizations.

Carnegie support was given to the American Academy of Arts and Sciences for a series of conferences under the general title of "Life, Liberty, and the Pursuit of Meaning." These also will deal with the relationships between science and society, an issue the Academy is particularly suited to discuss because its membership is made up of representatives of the natural and social sciences and the humanities. The Academy plans to convene representatives of these groups in three conferences on: genetics and the direction of human evolution, the concept of progress in terms of biological and cultural evolution, and rational and irrational factors in evolutionary progress.

It is only recently that the field of national security policies has attracted much attention from the academic world. And so far, those academic people who have done research in the field have usually been either historians or political scientists. Although the subject matter of economics is tightly bound up with our defense effort and the planning of our future strategy, economists have been conspicuous by their absence from this field of investigation.

During the year under review, a two-year Carnegie grant was made to the Social Science Research Council for a program of conferences and grants to advance teaching and research in national security policy, with special emphasis on the economic aspects of the field. The Council's committee on national security policy, which will administer the program, has received Carnegie support on previous occasions.

Recently some economists, political scientists, and social psychologists have been making pioneering efforts to understand the problems of large-scale organization. It seems certain that in the years ahead these efforts will yield important advances in our thinking about modern social organization. During the past year a Carnegie grant was made to Harvard University to enable professor of economics John Kenneth Galbraith to make a study of corporate organizations. Professor Galbraith believes that the role of the

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corporation as a coordinating and planning factor has not been fully understood or appreciated, and he plans to study the problem as a means of developing new insights into the nature and functioning of our economy.

It goes almost without saying that the changing nature of the problems facing our world requires some changes in the way we train our public servants who must deal with them. A decade ago the Woodrow Wilson School of Public and International Affairs at Princeton University inaugurated a two-year graduate program designed to train men for executive careers in public and international affairs. The School now feels the need to reorganize its program considerably; in fact, it intends to revamp entirely nine of the ten courses now offered. A Carnegie grant to Princeton is being used to plan the new courses. The School plans to lay special emphasis on those methods and principles of the basic social sciences which underlie the understanding of economic, political, and social policy.

Fellowships

In our era of mass enterprise and mass organization, it is particularly important that we never lose sight of the individual. Carnegie Corporation has always been concerned to see that a good portion of its funds go to support the work of individuals working alone, and has made provisions for fellowships in the natural and social sciences and the humanities. Two very substantial grants made during the year under review went to organizations which will administer fellowship and scholarship programs.

The Social Science Research Council, which has had Carnegie grants for general support and for fellowships for many years, received renewed support for both purposes over a five-year period. Scholars in the social sciences receive aid from the Council in pushing forward their research, whether to take a summer off to prepare a research report, or to make a trip to gather additional data, or to hire a research assistant. It is on evidence uncovered through innumerable small case studies and experiments, analyses of limited problems and bodies of data by solitary workers that the substance of social science knowledge rests.

The Lincoln Center for the Performing Arts, to be erected in New York City, received a Carnegie grant to be administered by the Juilliard School of Music. Juilliard will use the funds to provide scholarships and other assistance to young artists in launching their professional careers.

Program in the Commonwealth

Today we are thinking hard about our human resources. Responsible Americans are worried about the wastage. They are eager that young people have opportunities to make the utmost of their abilities at whatever level. They want to ensure that the academically talented have educational experiences suited to their capacities and geared to the nation's requirements.

These concerns lie behind much of the Corporation's activity in the United States. They have been equally controlling in grants made in the Commonwealth.

Americans have long regarded education as indispensable to progress. We are now, however, seeing more clearly than before that our continued national development and indeed our survival depend on the effective utilization of our best minds. If this is true of the United States, it applies with particular force to new countries and those at the threshold of independence.

On October 1, 1960, Nigeria will join the independent nations of the world as the fourth largest member of the Commonwealth. Of its more than 35 million people only the merest fraction have sufficient training to carry out the administrative and supervisory tasks of a modern state.

Nigeria is fortunate in the large number of students who have received higher education in the United Kingdom and more recently in the United States. The British, moreover, have established in the post-war years the University College at Ibadan and the Nigerian

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College of Technology with its branches in each of the three Regions of the Federation. Nonetheless, the shortage of trained manpower exists. With independence, the development of the nation's educational institutions and the planning of future moves will lie in the hands of the Nigerian leaders.

Characteristic of their effort is a tremendous sense of urgency. The educational pot is boiling over. The Western Region has established a program of universal primary education. The Eastern Region is now studying a commission report on development of primary and secondary education and has plans on the drawing board for a university institution. The North is laboring to overcome a desperate shortage of teachers.

An Educational Survey

In all this, what has been lacking is a coordinated and realistic plan to meet present and future requirements, particularly at more advanced levels. In recognition of the problem, the Federal Government last March proposed the establishment of a nine-member commission "to conduct an investigation into Nigeria's needs in the field of Post School Certificate and Higher Education over the next 20 years and, in the light of the commission's findings, to make recommendations as to how those needs can be met." Carnegie Corporation voted a grant to meet the expenses of the commission and of a number of preliminary studies in special fields.

The commission is composed equally of Nigerian, British, and American members and, under the chairmanship of Sir Eric Ashby, is holding its first meetings in January, 1960, in Nigeria. After a further meeting next August, it plans to issue a preliminary report just prior to independence. Its final document will be issued in 1961.

The Corporation has high hopes for this study. Its findings are likely to prove of immediate practical value to Nigerian leaders. It may also be of wider significance if, with the tripartite approach, it can cut through the jungle of conflicting views on the relative merit

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of British and American educational philosophy for emerging countries and show the way to constructive joint efforts.

Five other grants during the year reflected in one way or another the Corporation's interest in the problem of recruitment and training of high-level manpower. The Inter-University Council for Higher Education Overseas (London) received funds to continue for a further period of three years its program of fellowships for advanced training of young graduates of the relatively new universities and university colleges of South East Asia, the West Indies, and Africa with which the Council is concerned. These graduates are regarded as potential university teachers, and, as a matter of fact, almost all of those who have so far completed their courses under the program have returned to teaching posts in their own countries. Until now the new university institutions in these areas have been staffed largely by scholars from abroad; as their number inevitably decreases it is essential that nationals of high caliber and first-class training be ready to take their places.

Library Training

Among the fields in which the shortage of professional leaders has been sorely felt in new nations is librarianship. The demand runs concurrently with expanding educational facilities. Harold Lancour of the University of Illinois Library School, in a 1958 report to the Corporation on libraries in British West Africa, focused attention on personnel as the key to library development and pointed out the inadequacy of present methods of recruitment and training of African librarians. His recommendation for the establishment of a university-centered school in West Africa led to a proposal by the University College, Ibadan, to inaugurate a two-year library training course. The Corporation has made a grant to support it over five years. This program, which will be largely post-graduate and related to the special problems of the area, will be the first of its kind in tropical Africa.

An overall problem in relation to recruitment and training of

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talent, in Africa as elsewhere, is selection. Objective testing techniques have not come into general use in West Africa, but educators as well as personnel officers of business concerns and the public service are interested in the improvement of present methods. The Institutes of Education at Ibadan and at the University College of Ghana have both been active in research and experimentation in this field. The latter has planned a ten-day seminar on development of selection techniques in West Africa to be held in Accra next March. Several experts from the United Kingdom, the United States, and South Africa have been invited to participate. In the belief that this field is of particular significance in the African context, the Corporation has voted a grant for the expenses of the meeting.

The effectiveness of selection procedures, especially selection for university entrance, has become a matter of increasing concern to Canadians. Higher education in Canada, as in the United States, is undergoing rapid expansion as population grows and as society makes ever greater demands for educated talent. Evidence from recent studies by R. W. B. Jackson of the University of Toronto suggests that present guidance and examination procedures are not sending to the university doors a high enough proportion of the most capable young men and women of the country.

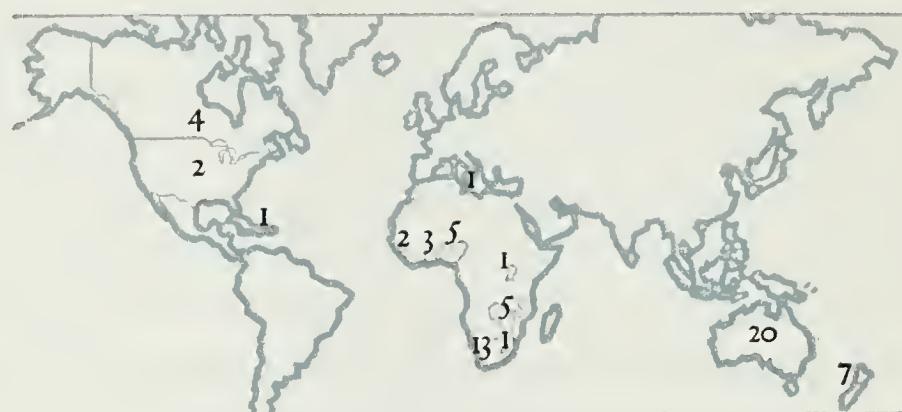
In the firm belief that a democratic society in the modern world cannot afford a *laissez-faire* policy in education, Professor Jackson is now launching, with Carnegie assistance, a five-year study to test all 96,000 Grade 9 students in the province of Ontario and follow them up until they have completed their secondary courses or withdrawn from school. In following a complete group of this size over five years—the years which are most critical in terms of wastage—the study will break new ground in educational research and hopefully provide significant insights into a basic problem of our time.

* * *

The travel grants for visits primarily to North America by scholars and administrators of Commonwealth countries (except for India,

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Pakistan, and the United Kingdom) have continued. A list of the sixty-five grants awarded will be found on pages 80-83. They were distributed by country and field as follows:



Australia	20	Administration	7
Basutoland	1	Education	11
Canada	4	Engineering	2
Ghana	3	Humanities	7
Malta	1	Library	3
New Zealand	7	Medicine	6
Nigeria	5	Sciences	11
Rhodesia & Nyasaland	5	Social Sciences	8
Sierra Leone	2	Other	10
South Africa	13		—
Uganda	1		65
United States	2		
West Indies	1		
	—		
	65		

A complete record of grants under the Commonwealth Program appears on pages 77-79.

From the Corporation's Journal

Carnegie Corporation lost the services of a distinguished trustee of long standing when Arthur W. Page asked that he not be re-elected to the board at the annual meeting on November 18, 1958. Mr. Page became a member of the board in 1934, served on the finance committee from 1934 to 1958, and was chairman of that committee from 1946 to 1958. He brought to the board depth and variety of professional experience as editor, businessman, and consultant to business and government. More than that, his dedication to education and his thoughtful devotion to the best in the American tradition had a profound influence on the philosophy and program of the Corporation. He has been sorely missed by his colleagues on the board.

Two new trustees were elected during the year. At the annual meeting, C. D. Jackson of New York City was elected for a term ending at the close of the annual meeting in 1962. Mr. Jackson is vice president of Time, Inc. He is a graduate of Princeton University. He has served as a special assistant to the President, and was a delegate to the ninth session of the United Nations General Assembly. Mr. Jackson is a member of the boards of several educational and cultural organizations, including the United Negro College Fund and the Metropolitan Opera Association.

Robert F. Bacher of Pasadena, California, was elected to the board in May. Dr. Bacher, a physicist, is director of the Norman Bridge Laboratory and chairman of the division of physics, mathematics, and astronomy at the California Institute of Technology. He is a member

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of the President's Scientific Advisory Committee, and was a member of the Atomic Energy Commission from 1946 to 1949. Last year, he was one of three United States delegates to the Geneva conference on nuclear test cessation.

At the annual meeting on November 18, 1958, R. C. Leffingwell and Charles M. Spofford were re-elected for five-year terms. Morris Hadley, chairman of the board since 1955, was re-elected to this office.

Robert J. Wert, an executive associate who joined the Corporation staff in 1954, resigned on May 31, 1959, to become vice provost of Stanford University. His quick mind, acute judgment, and warm personality won new friends for the Corporation all over the country; they also won him a lasting place in the heart of every member of the staff.

Lloyd N. Morrisett joined the staff on July 1, 1959, as an executive assistant. He received the B.A. degree from Oberlin College and the Ph.D., in experimental psychology, from Yale University. He has taught at the University of California, and was a staff member of the Social Science Research Council before joining the Corporation.

During the year Nancy B. Ferguson, who joined the Carnegie staff in 1956 as secretary to Florence Anderson, Secretary of the Corporation, was promoted to administrative assistant.

It is with sorrow that we record the death, on April 7, of William Saunders. He served the Corporation with utter devotion and loyalty for almost 30 years, as messenger, handyman, porter, and so much more that he truly deserved the only title he ever had on our roll—"the indispensable man."

The executive committee was composed of Devereux C. Josephs, chairman; John W. Gardner, Morris Hadley, Nicholas Kelley, Frederick Osborn, Elihu Root, Jr., and Frederick Sheffield. Mr. Sheffield was elected chairman upon Mr. Josephs' resignation as chairman on April 21, 1959.

The finance committee consisted of: Mr. Josephs, chairman; Mr. Gardner, Mr. Hadley, Mr. Kelley, Mr. Leffingwell, and Mr. Root.

The Year in Review

The board of trustees held meetings on November 18, 1958; and January 15, March 19, and May 21, 1959.

The executive committee met on October 21 and December 16, 1958; and April 21, June 18, and September 29, 1959.

The finance committee held meetings on October 9, November 13, and December 11, 1958; and January 8, February 10, March 12, June 16, and September 23, 1959.

THE DETAILED RECORD

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The Secretary's Report

During the year ended September 30, 1959, the trustees appropriated \$8,270,210. This figure includes \$615,229 for the program in the British Commonwealth. The Corporation made 51 grants to colleges and universities and 32 grants to other organizations. In addition, nine appropriations were made for studies, conferences, travel grants, and other programs administered by the officers of the Corporation.

As usual, requests outnumbered grants made by about 10 to 1. Of the requests which were declined, many were for library buildings, individual scholarships and grants-in-aid, publication subsidies, general support of educational institutions, and other kinds of assistance which the Corporation, as a matter of established policy, does not provide. A considerable number of the requests, however, were for carefully planned projects of real merit which might have received support had the competition been less severe.

The list of recipients of grants beginning on page 66 includes institutions and organizations to which funds were appropriated during 1958-59, with amounts shown between the blue lines in the first column. Also shown are recipients of grants voted in prior years on which payments were scheduled in 1958-59 or future years.

Although the Corporation does not put a rigid time limit on the use of its grants, any balance remaining after a project has been completed is normally returned. These refunds are added to the income available for appropriation during the year in which they are received, and listed as "Adjustments of Appropriations" on pages 76 and 79.

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Since many grants are expendable over a period of years, there are about 300 Carnegie-supported programs or projects in operation at all times. The secretary's office is responsible for securing annual progress reports and financial statements on all of these grants.

The Corporation does not itself publish the findings of any studies which it has supported, but over 50 books appeared during 1958-59, under the imprint of commercial or educational presses, reporting results of projects financed by Corporation grants.

In recent years the Corporation has financed a number of studies dealing with central issues in American education. The McGraw-Hill Book Company agreed to issue selected volumes as part of its regular publishing program, and the first two books in this *Carnegie Series in American Education* were published during the year under review. The titles are:

The American High School Today, by James B. Conant. Available in both paperback and hard cover editions, this popular book appraises the high school curriculum and makes recommendations for its improvement.

Autonomy of Public Colleges: The Challenge of Coordination, by Lyman A. Glenny. This is the first of several reports which will come from the University of California's Center for the Study of Higher Education. It describes patterns of coordination among public universities, colleges, junior and community colleges, and teacher training institutions in 12 states, and draws conclusions as to the advantages and disadvantages of the different ways of organizing the educational system.

Educational problems in the British Commonwealth were also studied under Corporation grants. One of the resulting publications is:

Success and Failure at the University: Academic Performance and the Entrance Standard (Vol. 1), G. W. Parkyn, New Zealand Council for Educational Research.

For the past decade, the Corporation has given support to research and teaching programs concerned with non-Western civilizations. As a result, many research reports and documents for study have been published during the current year, including:

Village Japan, by Richard K. Beardsley, John W. Hall, and Robert E. Ward, University of Chicago Press.

The Detailed Record

Sources of Indian Tradition, compiled by Wm. Theodore de Bary, Stephen Hay, Royal Weiler, and Andrew Yarrow, Columbia University Press.

The Literary Mind and the Carving of Dragons by Liu Hsieh: A Study of Thought and Pattern in Chinese Literature, translated by Vincent Yu-chung Shih, Columbia University Press.

The Taiheiki: A Chronicle of Medieval Japan, translated by Helen Craig McCullough, Columbia University Press.

From Harvard University, where the Corporation has supported the work of the Russian Research Center and other international studies, have come:

The Soviet Citizen: Daily Life in A Totalitarian Society, by Alex Inkeles and Raymond A. Bauer, Harvard University Press.

The Communist Party of Poland: An Outline of History, by M. K. Dziewanowski, Harvard University Press.

Intellectual Trends in the Ch'ing Period, by Liang Ch'i-ch'ao, translated by Immanuel C. Y. Hsü, Harvard University Press.

American national, international, and cultural affairs were also well represented in the books appearing this year, such as:

Crisis Diplomacy: A History of U. S. Intervention Policies and Practices, by Doris A. Graber, Public Affairs Press.

The American Style: Essays in Value and Performance, edited by Elting E. Morison, Harper & Brothers.

Education and Military Leadership: A Study of the ROTC, by Gene M. Lyons and John W. Masland, Princeton University Press.

One Great Society: Humane Learning in the United States, by Howard Mumford Jones, Harcourt, Brace & Company.

Although the Corporation's program is concerned primarily with higher education, it has made some grants to improve the teaching of mathematics and science in the secondary schools. The report of one of these projects was published during the year:

Program for College Preparatory Mathematics. The report of the Commission on Mathematics of the College Entrance Examination Board, published by the Board.

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

Appropriations and Payments

During the Year Ended September 30, 1959

This schedule shows all payments made during the fiscal year 1958-59 from appropriations of that year and of preceding years. Amounts in the first column marked thus (*) are allocations from funds made available in previous years.

United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1958-59</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1958-59</i>	<i>Unpaid Balance Carried Forward</i>
Alaska, University of, Visiting professors (B2925)	\$150,000		\$45,000	\$105,000
American Academy of Arts and Sciences, Conferences on social implications of science (X2673, X2808)	50,170		7,370	42,800
American Alumni Council, Publishing program to educate alumni about problems of higher education (X2763)	12,020* } 480 }		12,500	
American Association for the Advancement of Science, Program to improve teaching of science and mathematics in secondary schools (B2921)	250,000		83,334	166,666
American Association of University Professors, History of the Association (X2784)	37,500		37,500	
American Council of Learned Societies, General support and fellowships (B2834)		\$300,000	100,000	200,000
American Council on Education, Support of Office of Statistical Information and Research (B2819) Conferences and small research projects (B2850)		150,000	75,000	75,000
✓Educational liaison with African countries (X2763)	12,500	20,000	20,000	
American Historical Association, Study of graduate education in history (X2750)		12,500	24,500	24,500

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1958-59</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1958-59</i>	<i>Unpaid Balance Carried Forward</i>
American Studies Association, To strengthen its program (X2633)		\$8,000	\$8,000	
Antioch College, Study of educational program and organization of experimental projects (B2720, X2628)		14,000	7,000	\$7,000
Arizona, University of, Undergraduate program on Asian civilizations (X2690)		18,000	18,000	
Arkansas, University of, Development of honors program (B2828, X2735)		9,400	9,400	
Boston College, Development of honors program (B2892, X2754) Summer institute on advanced placement program (X2763)	\$11,500	65,200	20,200	45,000
Brookings Institution, Support of the Conference on the Public Service (X2774)	55,000		19,000	36,000
Brooklyn College, Teaching program on foreign areas (B2892, X2769)	65,000*		25,000	40,000
Brooklyn Public Library, Reading improvement program (B2789, X2763)	5,150	8,500	13,650	
Brown University, New courses for juniors and seniors (B2892, X2755)		45,000	20,000	25,000
California, University of, Research on creativity (B2797) Research on higher education (B2817, B2871) Research on reading ability (B2948) History of the Muslim world (B2892, X2799)	145,000 47,000*	45,000 525,000 50,000 16,500	30,000 125,000 95,000 30,500	15,000 400,000 95,000 30,500
Carnegie Endowment for International Peace, Visiting research scholars (X2688) Conference on research in international affairs (X2763)	4,214*	50,000	25,000	25,000
Carnegie Institute of Technology, Development of new instructional fields (B2959)	400,000		400,000	

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1958-59</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1958-59</i>	<i>Unpaid Balance Carried Forward</i>
Carnegie Institution of Washington, Yerkes Laboratories of Primate Biology (X2614)		\$10,000	\$10,000	
Fellowships in natural sciences (B2822)		150,000	50,000	\$100,000
Chicago, University of, Preparation for publication of letters of Edmund Burke (B2645)		9,200	4,500	4,700
Center for Study of American Foreign Policy (B2840)		85,500	28,500	57,000
Preparation of interpretive world history (B2828, X2700)		18,000	9,000	9,000
Study of executives in federal government (B2907)		102,000	42,000	60,000
Research on creativity (X2751)		50,000	25,000	25,000
Training of university extension administrators (B2939)	\$135,000		35,000	100,000
✓Initial support of Committee for Comparative Study of New Nations (X2673)	8,600		8,600	
City College, The (College of the City of New York), Summer program to train college teachers (X2782)	50,000		10,000	40,000
Colgate University, New courses for juniors and seniors (X2598)		27,500	27,500	
College Entrance Examination Board, Support of work of Commission on Mathematics (B2829, X2796)	25,000	70,000	75,000	20,000
Research and experimentation in elementary mathematics teaching (X2745)		22,500	22,500	
Experiment in teaching mathematics in elementary grades (X2795)	32,800		16,400	16,400
Colorado College, Experimental program in mathematics and science (B2828, X2716)		40,000	20,000	20,000
Colorado, University of, Inter-University Committee on the Superior Student (B2880)		45,000	45,000	
Columbia University, Oral History Research Office (X2620)		30,000	15,000	15,000
Study of educational and career plans of high school seniors (X2767)	10,800		10,800	
Research on national security policies (B2893)		92,000	46,000	46,000
General education program in Asian civilizations (B2883)		148,500	34,500	114,000
✓Council for Atomic Age Studies (B2953)	127,000-		43,000	84,000

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1958-59</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1958-59</i>	<i>Unpaid Balance Carried Forward</i>
Columbia University, (<i>continued</i>) ✓Russian language-learning project (B2949, X2789)	\$75,000			\$75,000
Study of reading research (X2673)	3,100			3,100
✓Inter-university program of undergraduate study abroad in anthropology (B2949, X2810)	40,500			\$40,500
Teachers College, Research on higher education (B2818)		\$110,000	55,000	55,000
Columbia University Press, Publication of variorum commentary on poems of John Milton (X2556)		9,000		9,000
Publication of translations of Oriental historical materials (B2766)		20,000	20,000	
Committee on Institutional Cooperation, Educational studies (B2940)	254,000		80,000	174,000
Community Studies, Inc., Study of undergraduate students at University of Kansas (B2936)	50,000			50,000
Cornell University, Research on social factors affecting mental health (X2763)	11,266*			11,266
✓Training and research on South America (B2961)	250,000		50,000	200,000
Council for Financial Aid to Education, Support (B2884)		375,000	75,000	300,000
Council on Foreign Relations, Research, regional committees, and fellowships (B2748)		107,000	107,000	
Travel of discussion group on political development in Africa (X2761)		45,000	45,000	
Dartmouth College, Research on education of civilian officials concerned with defense policy (B2906)		36,000	36,000	
Experiment in teaching English composition (B2938)	60,000		30,000	30,000
Duke University, Commonwealth Studies Center (B2765, B2908)		425,000	160,000	265,000
Educational Testing Service, Study of high school dropouts (X2768)	25,000		25,000	
Study of American public education (B2922)	85,000		85,000	
Emory University, Graduate Institute of Liberal Arts (B2882)		64,550	32,275	32,275

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1958-59</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1958-59</i>	<i>Unpaid Balance Carried Forward</i>
Foundation Library Center, Support (B2848)		\$200,000	\$100,000	\$100,000
George Peabody College for Teachers, Fellowships and strengthening of liberal arts curriculum (X2643)		60,000	30,000	30,000
Hartford Seminary Foundation, Instruction in Kennedy School of Missions (B2824)		72,000	24,000	48,000
Harvard University, International studies (B2785)		450,000	125,000	325,000
Research on history of liberty in America (X2732)		160,000	40,000	120,000
Studies of higher education (X2743)		45,000	15,000	30,000
Study of corporate organization (X2777)	\$27,200		27,200	
Research on teaching machines (B2951)	75,000		25,000	50,000
Study of college and university programs for preparation of teachers of reading (X2794)	75,000		75,000	
Harvey Mudd College, Development of new curriculum (X2741)		92,000	66,000	26,000
Hawaii, University of, Visiting professors (2924)	160,000		40,000	120,000
Third East-West Philosophers' Conference (X2740)		35,000	35,000	
Illinois Institute of Technology, New approach to mathematics teaching (X2701)		12,000	12,000	
Illinois, University of, Development of new high school mathematics curriculum (X2656, B2919)	282,600	32,800	132,100	183,300
Development of new elementary school arithmetic curriculum (B2920)	307,400		67,550	239,850
Institute for College and University Administrators, Research and training programs in academic administration (B2796, B2890)		155,600	79,600	76,000
Institute of International Education, ✓ Support of Council on Higher Education in the American Republics (B2963)	130,000		130,000	
Kansas, University of, Undergraduate program for gifted students (B2853)		13,000	13,000	
✓ Faculty exchange with University of Costa Rica (B2962)	80,000		20,000	60,000

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1958-59</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1958-59</i>	<i>Unpaid Balance Carried Forward</i>
Kentucky, University of, ✓International Summer School Unit (X2788)	\$20,000		\$20,000	
Keuka College, International relations (B2828, X2730)		\$20,000	10,000	\$10,000
Lawrence College, Sophomore courses (B2720, X2648) Program of Asian studies (X2786)	66,500*	20,000	10,000 14,500	10,000 52,000
Lincoln Center for the Performing Arts, Juilliard School of Music for scholarships, etc. (B2931)	500,000		500,000	
Louisville, University of, Police training institute (B2767) Summer school scholarships for superior high school students (B2852)		15,000 48,000	15,000 16,000	
Maryland, University of, Experimental program of mathematics for junior high school (X2702, X2721)		28,000	28,000	
Massachusetts Institute of Technology, ✓Research on sub-Saharan Africa (B2928)	200,000		66,667	133,333
Mathematical Association of America, To strengthen its program (X2772)	75,000		35,000	40,000
Michigan State University, Research on technical assistance in under-developed areas (B2749) ✓Study of overseas projects of American universities (B2838, X2775)	55,500	30,000 43,400	30,000 98,900	
Michigan, University of, Center for Japanese Studies (B2842) New undergraduate course on Asia (B2828, X2717) Center for Study of Higher Education (B2872) Development of honors program (B2892, X2756) Study of scientific performance in research and development (B2929)	67,000	40,000 13,625 338,700 24,600	15,000 13,625 81,800 21,300	25,000 256,900 3,300
Milbank Memorial Fund, Study of social and psychological factors in fertility (X2746)		11,500	11,500	
Mills College, American studies (B2720, X2611)		8,000	8,000	

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1958-59</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1958-59</i>	<i>Unpaid Balance Carried Forward</i>
Modern Language Association of America, Conference on language aspects of the National Defense Education Act (X2763) To strengthen its program (B2950)	\$12,500* 50,000		\$12,500 15,000	\$35,000
Montana State College, ✓Experiment in training for overseas service (B2927)	90,000		45,000	45,000
Mount Holyoke College, Interdepartmental courses for seniors (B2720, X2605)		\$30,000	18,000	12,000
National Academy of Sciences—National Research Council, Information on persons receiving doctorates in social sciences and humanities (X2763)	5,000*		5,000	
National Council on Religion in Higher Education, Fellowships (X2683)		5,000	5,000	
National Education Association, Consultation service on education of academically talented secondary school students (B2901)		110,000	55,000	55,000
Conferences of National Commission on Teacher Education and Professional Standards (X2783)	20,000		8,000	12,000
National Merit Scholarship Corporation, Administrative expenses (B2783)		100,000	100,000	
National Planning Association, Canadian-American Committee (B2896)		100,000	50,000	50,000
Nebraska, University of, Community education program (X2681)		38,300	33,300	5,000
New England Board of Higher Education, Conferences on recruitment and preparation of college teachers (B2947)	70,500		70,500	
New Hampshire, University of, Preceptorial studies (B2720, X2631)		9,000	9,000	
North Carolina, University of, Program for superior students (B2879)		80,000	20,000	60,000
North Central Association of Colleges and Secondary Schools, Training workshops on higher education (B2832)		74,100	41,400	32,700
Guidance and motivation of superior high school students (B2888)		74,000	74,000	

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1958-59</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1958-59</i>	<i>Unpaid Balance Carried Forward</i>
Northwestern University, Research and training in international relations (B2839)		\$120,000	\$50,000	\$70,000
Teaching, research, and training in educational psychology (X2704, B2952)	\$90,000	52,000	72,000	70,000
Development of new courses in world history (B2892, B2964)	99,475*		27,475	72,000
Occidental College, History of civilization course (B2720, X2607)		12,000	12,000	
Omaha, University of, Scholarships in college business management (B2787, X2785)	50,000	12,000	12,000	50,000
Pennsylvania, University of, American studies (X2599) South Asian studies (B2843)		30,000 40,000	30,000 20,000	20,000
Pomona College, Divisional courses for seniors (B2720, X2678)		33,000	33,000	
Population Council, ✓ Seminar on African population studies (X2763)	3,281		3,281	
Princeton University, New undergraduate course on Asia (X2689)		8,000	8,000	
Research on learning in mathematics (X2766)	44,000		20,000	24,000
Exploration of uses of simulation techniques (B2930)	130,000		81,000	49,000
Council of Humanities (B2942)	200,000		50,000	150,000
Woodrow Wilson School of Public and International Affairs (B2937)	24,500		24,500	
✓ Inter-university program of undergraduate study abroad in international relations (B2949, X2800, X2809)	81,135		6,135	75,000
Radcliffe College, ✓ Study of economic assistance programs (X2765)	88,000		22,000	66,000
Reed College, Faculty and student exchange with University College of North Staffordshire (B2828, X2729)		21,000	7,000	14,000
Rensselaer Polytechnic Institute, Revision of general studies program (B2828, X2780)		60,000	20,000	40,000
Rochester, University of, Non-Western civilization program (X2787)	100,000*		35,000	65,000

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1958-59</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1958-59</i>	<i>Unpaid Balance Carried Forward</i>
Rockefeller Institute, Summer courses for high school students (X2871)	\$35,000		\$20,000	\$15,000
San Francisco State College, Experimental program in international relations (B2828, X2734)		\$65,000	35,000	30,000
Scripps College, Experimental courses (B2720, X2679)		30,000	10,000	20,000
Social Science Research Council, Faculty research fellowships (B2690) Administrative expenses (B2923) Faculty research grants (B2823) Travel expenses of scholars to international meetings (B2858)	300,000	140,000 150,000 50,000	75,000 60,000 50,000	65,000 240,000 100,000
✓Conferences on national security policies (X2773)	75,000		40,000	35,000
General fellowship and grant-in-aid program (B2941)	650,000			650,000
✓Program to advance research on Latin America (B2960)	190,000		60,000	130,000
Southern Regional Education Board, Research and training in higher education (B2831)		270,000	90,000	180,000
National conference on regional education (X2673)	12,000		12,000	
Stanford University, Research on economic development of Africa (B2895)		200,000	40,000	160,000
Historical research on higher education (B2799)		20,000	10,000	10,000
Undergraduate honors program in quantitative methods in behavioral sciences (B2875)		86,000	21,500	64,500
Senior seminar courses (B2828, X2728)		90,000	10,000	80,000
Special graduate courses (X2726)		24,000	12,000	12,000
Syracuse University, Research and writing (X2762)		17,000	17,000	
✓Training for overseas service (B2926)	150,000		50,000	100,000
Exploratory study of state and local finances for education (X2763)	2,400		2,400	
Conference on reading research (X2763)	5,000		5,000	
Tulane University, Research on development of democratic government in West Africa (X2658)		40,000	20,000	20,000
Graduate education in arts and sciences (B2857)		83,334	83,334	

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1958-59</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1958-59</i>	<i>Unpaid Balance Carried Forward</i>
Vassar College, International conference on education (X2797)	\$20,000			\$20,000
Washington, University of, Research on Inner Asia (B2841)		\$90,000	\$30,000	60,000
Wellesley College, Experiment in teaching economics (X2763)	10,000		5,000	5,000
Wesleyan University, To establish two experimental colleges within the University (B2946)	275,000		75,000	200,000
Western College for Women, Intercultural studies (X2660)		24,000	12,000	12,000
Western Interstate Commission for Higher Education, To plan and prepare for increased college enrollment (B2873)		148,000	76,000	72,000
Wisconsin, University of, Visiting professorships in British Commonwealth history (X2586) National security studies program (B2905)		6,000 50,000	6,000 25,000	25,000
Wyoming, University of, International affairs (X2776)	40,000		10,000	30,000
Yale University, Teacher training program (X2742) New program of liberal arts courses for engineering students (B2830) Teaching and research in economic history (X2682)		40,000 30,750 5,000	40,000 30,750 5,000	
Experimental program of teaching fellowships (B2881) Research on motivation for academic achievement (X2778)	38,000		80,000 22,300	40,000 15,700
Studies and Programs Administered by the Officers, Distribution of American art teaching materials (B2885, B2954) Dissemination of results of Corporation grants (X2693)	300,000	65,000	101,500	263,500
Exploration of cooperation between public and private educational institutions (X2763)	10,000		{ 4,914 ^① 5,086	
✓Exploration of new programs for undergraduate study abroad (X2763)	12,000		6,542	5,458

^① Written off; included in total payments.

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1958-59</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1958-59</i>	<i>Unpaid Balance Carried Forward</i>
Studies and Programs Administered by the Officers, (<i>continued</i>)				
Fellowships and travel grants (X2675, X2685, B2909)		\$263,070	\$30,200	\$232,870
Pilot study of governing of higher education (B2813, X2763)	\$5,000*	682	4,942	740
✓ Study of international content of undergraduate courses (X2752, X2798)	47,000	7,500	25,500	29,000
Study of motivation for intellectual performance (X2763)	5,000		1,251	3,749
Funds Made Available but Remaining Unallocated,				
Improvement of undergraduate instruction (B2892)		551,925	(a)	173,950
Experimental programs of undergraduate study abroad (B2949)	83,365			83,365
Discretionary Fund (X2811)	50,000	50,000		50,000
TOTAL APPROPRIATED OR ALLOCATED	\$8,082,956			
Less: Allocated from funds voted in previous years as shown (*) above	427,975			
TOTALS: UNITED STATES	<u>\$7,654,981</u>	<u>\$9,057,295</u>	<u>\$7,291,523</u>	<u>\$9,420,753</u>

<i>ADJUSTMENTS OF APPROPRIATIONS</i>	<i>Not required: written off (listed above)</i>	<i>\$4,914</i>
	<i>Refunds from grants made in previous years</i>	
	<i>1931-32 Scholarly Publication Fund, Encyclopaedia of the Social Sciences (B903, B915)</i>	<i>2,099</i>
	<i>1948-49 University of Chicago (B2293)</i>	<i>1</i>
	<i>1950-51 Stanford University (B2471)</i>	<i>7,610</i>
	<i>1950-51 Union College (B2495)</i>	<i>452</i>
	<i>1951-52 Columbia University (X2504)</i>	<i>18</i>
	<i>1954-55 Columbia University (B2756)</i>	<i>34,938</i>
	<i>1954-55 Hobart and William Smith Colleges (X2609)</i>	<i>1,137</i>
	<i>1955-56 American Council of Learned Societies (X2622)</i>	<i>8,413</i>
	<i>1956-57 University of Chicago (X2670)</i>	<i>4,523</i>
	<i>1956-57 Columbia University (B2845)</i>	<i>4,231</i>
	<i>1956-57 Middle States Association of Colleges and Secondary Schools (X2670)</i>	<i>83</i>
	<i>1957-58 American Association for the Advancement of Science (X2721)</i>	<i>789</i>
	<i>1957-58 American Association of Colleges for Teacher Education (X2721)</i>	<i>113</i>
	<i>1957-58 American Psychological Association (X2725)</i>	<i>3,318</i>
	<i>1957-58 Antioch College (X2721)</i>	<i>956</i>
	<i>1957-58 Columbia University (X2721)</i>	<i>402</i>
	<i>1957-58 Massachusetts Institute of Technology (X2721)</i>	<i>6,000</i>
	<i>1957-58 Preliminary Study of Graduate Education in History (X2721)</i>	<i>1,006</i>
		<i><u>\$81,003</u></i>

(a) \$377,975 allocated to individual institutions, as listed above.

Appropriations and Payments—British Commonwealth

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1958-59</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1958-59</i>	<i>Unpaid Balance Carried Forward</i>
Alberta, University of, Educational research program (X2649)		\$14,300	\$8,300	\$6,000
Central Advisory Committee for Education in the Atlantic Provinces, Program of testing high school students (X2731)		35,100	10,000	25,100
Educational Testing Service, Assistance to University of Malaya (X2669)		11,000	11,000	
Federal Government of Nigeria, Study of post-secondary educational requirements (B2956)	\$100,000		69,211	30,789
Ghana, University College of, Seminar on development of selection techniques in West Africa (X2764)	10,000			10,000
Hong Kong, University of, Staff training, salaries, library development, and extension work (X2686)		10,000	10,000	
Inter-University Council for Higher Education Overseas, Fellowships (X2626, B2965) Conference of principals and vice chancellors (X2722)	110,000	33,101 1,041	33,101 { 172 869①	110,000
Laval University, Research in social sciences (B2771) Educational research (B2854)		26,000 69,000	26,000 23,000	46,000
Makerere College, Teaching and research (X2589)		11,000	11,000	
McGill University, Arctic studies (X2636)		26,750	19,750	7,000
Memorial University of Newfoundland, Faculty travel and historical research (B2773)		4,000	4,000	
National Conference of Canadian Universities, Research center for studies of higher education (B2898)		75,000	35,000	40,000
New Zealand Library Association, For New Zealand librarians to attend a seminar in Australia (X2764) Survey of New Zealand libraries (X2764)	1,400* 2,771* } 2,229 }		1,400 5,000	

① Written off; included in total payments

Appropriations and Payments—British Commonwealth

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1958-59</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1958-59</i>	<i>Unpaid Balance Carried Forward</i>
Rhodes University, Studies of Eastern Cape Province and adjoining area of South Africa (X2591)		\$10,000	\$10,000	
✓ Rhodesia and Nyasaland, University College of, Establishment of Central African Institute of Education (X2588)		15,300	15,300	
Rural Training and Demonstration Centre, Asaba, Nigeria, Program of village community development (B2503)		33,684	8,500	\$25,184
Toronto, Public Library of, Publication of Arthur Papers (X2470)		3,000	3,000	
Toronto, University of, Identification and utilization of talent in high school and college (B2933)	\$90,000		46,000	44,000
University College, Ibadan, Nigeria, Historical research and local travel (X2637) Library training course (B2955)	88,000	26,894	6,776 23,000	20,118 65,000
West Indies, University College of the, Faculty research and study in Caribbean area (B2758) Training in administration (B2897)		7,000 140,000	7,000 35,000	105,000
Studies and Programs Administered by the Officers, American Book Shelf: distribution of books about the U. S. (X2671)		5,274		5,274
Conferences on problems of assistance to tropical African countries (X2764)	17,292*		17,060	232
Conference of Inter-University Council for Higher Education Overseas: American delegates (X2764)	3,537*		3,537	
Study of West African libraries (X2671)		49	49	
Travel grants: 119 allocations (X2770, B2866, X2676)	187,302 }	147,544	195,181	139,665
Study grants for dominion journalists: 2 allocations (B2802, X2722)	17,634*	5,446	{ 4,716 730 ^①	
Funds Made Available but Remaining Unallocated, Travel grants (X2770) Discretionary Fund (X2812)	2,698 25,000	25,000		2,698 25,000
TOTALS APPROPRIATED OR ALLOCATED:	\$657,863			
Less: Allocated from funds voted in previous years as shown (*) above	42,634			
TOTALS: BRITISH COMMONWEALTH	\$615,229		\$735,483	\$643,652
				\$707,060

^① Written off; included in total payments.

Appropriations and Payments—British Commonwealth

<i>ADJUSTMENTS OF APPROPRIATIONS</i>	<i>Not required: written off (listed above)</i>	<i>\$1,599</i>
	<i>Refunds from grants made in previous years</i>	
	<i>1954-55 Association of Universities of the British Commonwealth (X2616)</i>	<i>20,750</i>
	<i>1957-58 Royal Institute of International Affairs (B2899)</i>	<i>2,054</i>
		<u><i>\$24,403</i></u>

UNITED STATES AND BRITISH COMMONWEALTH

SUMMARY OF APPROPRIATIONS AND PAYMENTS

	<i>Appropriated or Allocated During 1958-59</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1958-59</i>	<i>Unpaid Balance Carried Forward</i>
FOR PURPOSES IN UNITED STATES	\$7,654,981	\$9,057,295	\$7,291,523	\$9,420,753
FOR PURPOSES IN BRITISH COMMONWEALTH	615,229	735,483	643,652	707,060
TOTALS	<u>\$8,270,210</u>	<u>\$9,792,778</u>	<u>\$7,935,175</u>	<u>\$10,127,813</u>

Grants for Travel Commonwealth Program

During the Year Ended September 30, 1959

From Australia

MAURICE BROWN

Registrar, Australian Administrative Staff College
Programs for advanced executive training, United
States and Canada

J. F. CLARK

Professor of Applied Psychology, University of
New South Wales
Teaching of psychology, training and research in
industrial relations and management, United
States

WINIFRED CURTIS

Reader in Botany, University of Tasmania
University departments of botany, United States
and Canada

B. J. DALTON

Senior Lecturer in History, University of New
England
Teaching of American history, United States

F. W. E. GIBSON

Senior Lecturer in Chemical Microbiology, Uni-
versity of Melbourne
Teaching and research in chemical microbiology,
United States

K. J. GOESCH

Senior Lecturer in French, University of Sydney
Audio-visual aids to language teaching and re-
search, United States and Canada

J. R. GREENWAY

Lecturer in Mathematics and Science, State
Teachers' College, Claremont
Curriculum development and teacher training in
mathematics and science, United States

G. F. JAMES

Manager, Melbourne University Press
Operations and problems of university presses,
United States and Canada

D. O. JORDAN

Professor of Physical and Inorganic Chemistry,
University of Adelaide
Teaching and research in physical and inorganic
chemistry, United States and Canada

F. N. LAHEY

Research Professor of Chemistry, University of
Queensland
Research in organic chemistry and the organization
of science teaching, United States and Canada

E. R. McCARTNEY

Senior Lecturer in Chemical Engineering, Uni-
versity of New South Wales
Surface chemistry of clays, United States

JAMES MELVILLE

Director, Waite Agricultural Research Institute,
University of Adelaide
Teaching and research in agricultural science and
extension work, United States and Canada

H. W. PIPER

Professor of English, University of New England
Residential systems of universities and teaching of
English as a foreign language, United States and
Canada

H. N. ROBSON

Professor of Medicine, University of Adelaide
Medical education, United States and Canada

C. D. ROWLEY

Principal, Australian School of Pacific Adminis-
tration
Problems of training for administration, United
States, Canada, and Puerto Rico

J. L. STILL

Professor of Biochemistry, University of Sydney
Teaching and research in biochemistry and the
history of science, United States

NOEL STOCKDALE

Deputy Librarian, Australian National University
Research libraries, United States

Grants for Travel—Commonwealth Program

SYDNEY SUNDERLAND

Professor of Anatomy, University of Melbourne
Medical education, United States and Canada

W. H. WITTRICK

Professor of Aeronautics, University of Sydney
Aeronautical research and teaching, United States
and Canada

OLIVE WYKES

Lecturer in Education, University of Melbourne
Comparative education and modern language
teaching, United States and Canada

From Basutoland

ROMEO GUILBEAULT

Rector, Pius XII University College
Content and organization of degree courses,
United States and Canada

From Canada

C. C. ANDERSON

Associate Professor of Education, University of
Alberta
Educational research, United States

G. O. B. DAVIES

Administrative Assistant to the President and
Associate Professor of History, University of
British Columbia
Developments in higher education and new pat-
terns of Commonwealth relationships, Africa

PHILIPPE GARIGUE

Dean, Faculty of Social Sciences, University of
Montreal
Social science departments, United States and
Canada

R. W. B. JACKSON

Director, Department of Educational Research,
College of Education, University of Toronto
Lectures and consultations on educational testing,
Australia

From Ghana

D. B. KIMBLE

Director of Extra-Mural Studies, University Col-
lege of Ghana
Adult education and university extension work,
United States, Canada, and Puerto Rico

G. M. PITCHER

Librarian, Kumasi College of Technology
Library administration and the training of librari-
ans, United States

J. W. WILLIAMS

Professor of Economics, University College of
Ghana
University departments of economics, United
States

From Malta

EMANUEL AGIUS

Lecturer in Bacteriology, Royal University of
Malta
Teaching and research in bacteriology, United
States and Canada

From New Zealand

D. G. EDGAR

Veterinary Research Officer, Ruakura Animal
Research Station, Hamilton
Research in animal physiology and organization of
schools of veterinary medicine, United States

G. R. MANTON

Professor of Classics, University of Otago
Teaching of classics and the place of classical
literature in liberal arts programs, United States

A. K. MCINTYRE

Professor of Physiology, University of Otago
Teaching and research in physiology, United States

SYDNEY MUSGROVE

Professor of English, University of Auckland
University programs in drama and adult educa-
tion, United States

G. W. PARKYN

Director, New Zealand Council for Educational
Research, Wellington
Programs of educational research and problems of
transition from school to college, United States,
Canada, and Mexico

J. L. WARREN

Professor of Conservative Dentistry, University
of Otago
Dental education and practice, United States

RALPH WINTERBOURN

Professor of Education, University of Auckland
Research and training programs in the fields of
guidance and education for the retarded, United
States and Canada

Grants for Travel—Commonwealth Program

From Nigeria

S. O. AWOKOYA

Principal, Federal Emergency Science Training Scheme, Lagos
Organization and administration of public education, United States and Canada

G. J. AXWORTHY

Lecturer in English, University College, Ibadan
Teaching of drama in American universities

ALEXANDER BROWN

Professor of Medicine, University College, Ibadan
Medical education and services, United States, Puerto Rico and the West Indies

K. A. PRATT

Assistant Matron, University College Hospital, Ibadan
Nursing education and services, United States, Canada, and the West Indies

J. D. TURNER

Senior Lecturer in Education, Nigerian College of Technology, Zaria
Teaching of reading

From Rhodesia and Nyasaland

A. S. BOUGHEY

Professor of Botany, University College of Rhodesia & Nyasaland
Teaching and research in botany, United States and Canada

I. R. MENZIES

Underground African Personnel Manager, Roan Antelope Copper Mines
Personnel management and industrial relations practices, United States

J. C. MITCHELL

Professor of African Studies, University College of Rhodesia and Nyasaland
University departments of anthropology and African studies, United States

V. S. NAIDOO

Headmaster, Louis Mountbatten School, Salisbury
Organization and administration of public education, United States

R. H. N. SMITHERS

Director of Museums, National Museums of Southern Rhodesia
Modern methods of museum design, display and administration, United States

From Sierra Leone

F. S. ANTHONY

Community Development Officer, Government of Sierra Leone
Community development programs, Puerto Rico

MELVINE STUART

Inspector of Schools, Sierra Leone
Educational administration and the teaching of English as a foreign language, United States and Puerto Rico

From South Africa

R. C. ALBINO

Senior Lecturer in Psychology, University of Natal
Teaching and research in clinical and physiological psychology, United States and Canada

L. T. BADENHORST

Senior Lecturer in Sociology and Social Work, University of the Witwatersrand
Organization of institutes of social research, United States

SIMON BIESHEUVEL

Director, National Institute for Personnel Research, South African Council for Scientific and Industrial Research
University departments of psychology and organizations conducting personnel research, United States and Canada

J. R. VAN S. BRUWER

Professor of Bantu Studies, University of Stellenbosch
University departments of anthropology and African studies, United States

G. R. BOZZOLI

Professor of Electrical Engineering, University of the Witwatersrand
Engineering education, United States and Canada

D. V. COWEN

Professor of Law, University of Cape Town
Law teaching and aspects of university administration, United States

MIRIAM de Vos

Senior Lecturer in Botany, University of Stellenbosch
Research and teaching in plant anatomy and cytology, United States and Canada

ISIDOR GORDON

Professor of Pathology, University of Natal
Medical education, United States

Grants for Travel—Commonwealth Program

F. G. HOLLIMAN

Professor of Organic Chemistry, University of
Cape Town
Research in organic chemistry, United States and
Canada

MARTIN SMUTS

Registrar and Financial Adviser, University of
Pretoria
University administration and finance, United
States

W. J. A. STEYN

Senior Lecturer in Analytical Chemistry, Rhodes
University
Research in analytical chemistry, United States
and Canada

F. L. STURROCK

Senior Lecturer in Architecture, University of
Cape Town
Contemporary architecture and architectural train-
ing, United States and Canada

ERNST VAN HEERDEN

Poet and Lecturer in Education, University of
Stellenbosch
American literature and literary criticism, United
States

From Uganda

ARTHUR TATTERSALL

Secretary to Council, Makerere College
Design of college buildings and systems of budg-
etary control, United States

From the United States

KEYES METCALF

Former Director, Harvard University Library
Lectures and consultations, South Africa

MOREY WANTMAN

Visiting Director of Educational Measurement and
Research, University of Malaya
Visits to universities and educational officials,
Africa and England

From the West Indies

E. A. KEAN

Lecturer in Biochemistry, University College of
the West Indies
Teaching and research techniques in biochemistry,
University of California

Institutions Receiving Subsidies to Purchase Color Slides of the Arts of the United States

During the Year Ended September 30, 1959

Readers of previous annual reports will be familiar with the extensive survey of American art which has been made under Carnegie auspices during the past several years. Grants to the University of Georgia resulted in the selection, by a distinguished committee, of art objects in 18 categories to be reproduced in color-slide form for teaching purposes. The slides have been organized into two sets, one of 2,500 slides, the other of 1,500.

During the year under review, the following institutions received subsidies of 50 per cent of the purchase price toward buying the sets:

Sets of 2,500 Slides

The American University, Washington, D.C.
Amherst College, Amherst, Massachusetts
Boston University, Boston, Massachusetts
University of California, Berkeley
University of California, Los Angeles
The Cleveland Museum of Art, Cleveland, Ohio
Connecticut College for Women, New London
The Detroit Institute of Arts, Detroit, Michigan
University of Michigan, Ann Arbor
University of Mississippi, Oxford
National Gallery of Art, Washington, D.C.
College of New Rochelle, New Rochelle, New York
College for Teachers, State University of New York, Buffalo
Norfolk Museum, Norfolk, Virginia
Northwestern University, Evanston, Illinois
San Fernando Valley State College, Northridge, California
Tulane University, New Orleans, Louisiana
Upsala College, East Orange, New Jersey
Wheaton College, Norton, Massachusetts

Sets of 1,500 Slides

Arkansas College, Batesville
Augustana College, Rock Island, Illinois

Bennett College, Greensboro, North Carolina
The Brooklyn Museum, Brooklyn, New York
University of Chattanooga, Chattanooga, Tennessee
Cornell College, Mount Vernon, Iowa
Dickinson College, Carlisle, Pennsylvania
Elmira College, Elmira, New York
Evansville College, Evansville, Indiana
Franklin College of Indiana, Franklin
Georgia State College for Women, Milledgeville
Kentucky State Library Extension Division, Frankfort
Lawrence College, Appleton, Wisconsin
University of Louisville, Louisville, Kentucky
Mississippi College, Clinton
Morris Harvey College, Charleston, West Virginia
Pratt Institute, Brooklyn, New York
Queens College, Charlotte, North Carolina
University of Redlands, Redlands, California
Rensselaer Polytechnic Institute, Troy, New York
Reed College, Portland, Oregon
Rutgers University, New Brunswick, New Jersey
Texas Southern University, Houston
Training Division, United States Information Agency, Washington, D.C.
Trinity College, Washington, D.C.
Virginia Polytechnic Institute, Blacksburg
Wells College, Aurora, New York

The Treasurer's Report

Starting on page 92 are the customary statements of the Corporation's assets and liabilities on September 30, 1959, its income and expenditures for the year ended on that date, a summary of the investments held at the year end and of the changes in investments during the year, and a list of all the securities owned at the year end with their cost and market values. These statements were audited by the independent public accounting firm of Price Waterhouse & Co.; their opinion that the statements present fairly the Corporation's financial position and its income, expenses, and appropriations appears on page 91.

The following comments are intended to supplement the information about the Corporation's financial position and the changes during the year furnished by the audited statements.

The Corporation's assets at cost or book value on September 30, 1959, were classified as follows:

Marketable Securities	<i>Sept. 30, 1959</i>	<i>%</i>	<i>Sept. 30, 1958</i>	<i>(+) Increase or (-) Decrease During the Year</i>	
				<i>Sept. 30, 1959</i>	<i>Sept. 30, 1958</i>
U. S. Government Bonds	\$34,370,241	17.06	\$35,377,916	-\$1,007,675	
Other Bonds	76,183,917	37.80	76,759,908	- 575,991	
Mortgage	6,281,473	3.12	6,442,254	- 160,781	
Preferred Stocks	5,542,991	2.75	6,412,134	- 869,143	
Common Stocks	76,423,267	37.92	69,455,144	+ 6,968,123	
Cash	1,647,153	.82	1,038,723	+ 608,430	
Other Assets	1,060,983	.53	1,060,983		
	\$201,510,025	100.00	\$196,547,062	+\$4,962,963	

Annual Report for 1959

The book value of all the investments held, bonds, one mortgage, and preferred and common stocks, increased during the year by \$4,354,533. The holdings of bonds and preferred stocks were reduced slightly and the holdings of common stocks increased. The market value of all the marketable securities held again increased to the highest level in the Corporation's history. The increase during the year was \$10,228,994, and the year end total was \$261,244,471, which was \$62,442,582 more than cost.

The Corporation's assets as reported include certain items of income not yet paid out. The total of this unspent income is:

	<i>Sept. 30, 1959</i>	(+) (-) <i>During the Year</i>
Reserves for Pensions		
Carnegie Foundation	\$880,001	
Professors' Annuities	<u>190,194</u>	
	\$1,070,195	+ \$28,291
Appropriations Payable	10,127,813	+ 335,035
Unappropriated Income to Date	<u>211,951</u>	- 2,147
	\$11,409,959	+\$361,179

Endowment

Deducting this undisbursed income from total assets leaves a remainder of \$190,100,066. This is the Corporation's capital fund, made up of:

	<i>Sept. 30, 1959</i>	(+) During the Year
Endowment and Legacies	\$135,336,869	
Accumulated Net Gain on Endowment Assets	<u>54,763,197</u>	
	\$190,100,066	+\$4,601,784

The Detailed Record

The accumulated net gain is set aside in Depreciation Reserve and in Counsel's opinion is not income and is not available for appropriation. It is to provide for possible future losses from sale or redemption of securities, and loss of premiums on bonds or in the recovery of the remaining reversionary interests in the trusts handled by Home Trust Company.

Other Assets

Over 99 per cent of the Corporation's assets is made up of cash and marketable securities at cost. The remainder came mostly from bequests under the wills of Mr. Carnegie and Mrs. Carnegie.

CARNEGIE HOUSE PROPERTIES

The Carnegie House properties were bequeathed to the Corporation by Mrs. Carnegie. They are carried on the Corporation books at the nominal value of \$1. They consist of the land and two buildings located in New York City at 2 East Ninety-first Street and 9 East Ninetieth Street. The properties are leased rent-free until September 30, 1970, to Columbia University and occupied by the New York School of Social Work, an affiliated graduate school of the University. The School of Social Work sublets part of one building to the New York School for Nursery Years.

HOME TRUST COMPANY

The Corporation owns all the capital stock (except directors' qualifying shares) of Home Trust Company, which is carried in the Corporation accounts at its appraised value when acquired in 1925 from Mr. Carnegie's estate. It also owns the reversionary interest in various trusts established by Mr. Carnegie and administered by Home Trust Company.

President of Home Trust Company is C. Herbert Lee, treasurer of Carnegie Corporation; vice president is James A. Perkins, vice president of Carnegie Corporation; secretary is Jerome A. Q. Franks; and treasurer is Reginald A. Cook, investment officer of Teachers

Annual Report for 1959

Insurance and Annuity Association. These persons, with Walter A. Mahlstedt, vice president of Teachers Insurance and Annuity Association, make up the Trust Company's board of directors.

Home Trust Company was organized in 1901 in New Jersey to care for various of Mr. Carnegie's financial interests after he retired. It became trustee of certain trusts set up by Mr. Carnegie during his lifetime to pay pensions to various people on his private pension list. It acted as executor of Mr. Carnegie's estate and is still trustee of certain trusts established by his will. It has never engaged in a general banking business nor accepted deposits. Since it accepts no new business, its activities have steadily declined owing to the deaths of former recipients of pensions and annuities.

When Mr. Carnegie died in 1919 there were 45 annuitants trusts, and 409 pensioners. There are now 7 annuitants trusts and 21 pensioners. Of Carnegie Corporation's reversionary interest in these trusts, originally \$5,386,133, so far \$4,659,347 has been received as various trusts expired. The present balance is \$726,786.

ADVANCES TO CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

Through September 30, 1959, the Corporation had advanced \$12,675,000 from income to the Carnegie Foundation for the Advancement of Teaching to enable the Foundation to carry out its obligations for payment of free pensions to retired college and university teachers and their widows. These advances are to be repaid by the Foundation without interest from time to time in the future, from whatever income it has available after the payment of pensions and other expenditures. Their present value is of course dependent on the rate of repayment. There is no way to determine present value now; accordingly, these advances are carried on the Corporation's books at the nominal value of \$1. The Corporation is obligated for advances up to a total not to exceed \$15,000,000. Last year's advances were \$795,000. All the advances to date have been met from income set aside for the purpose. At the present time the Corporation has a reserve of \$880,001

The Detailed Record

which was set aside from past income, to meet future advances; the Corporation will set aside \$900,000 in 1959-60 for this purpose.

Changes in Investments During the Year

U. S. Government bonds were sold or redeemed and replaced by other Government and Government-guaranteed bonds of generally shorter maturity and higher coupons. The proceeds of various redemptions and maturities of corporation bonds and a few sales were used to purchase new issues of corporation bonds with higher yields. A considerable amount of common stocks was sold and the proceeds, including the realized net profits, were reinvested in other common stocks. The sales of common stocks realized a profit of \$6,154,722 and the sales of bonds a loss of \$1,631,503. The net profit on all security transactions for the year was \$4,600,786, which was added to Depreciation Reserve. At the year's end the market value of all securities held was \$261,244,471, which was \$62,442,582 more than cost (or book) value. The common stocks had a market value \$74,690,384 greater than cost, but market value was less than cost by \$10,690,738 for bonds, \$994,101 for preferred stocks, and \$562,963 for the Abilene mortgage.

Income and Appropriations

The income received from securities during the year was equal to a return of 4.94 per cent on the cost of securities held at the year end, unchanged from the preceding year. It was again, and again by a small margin, the largest income in the Corporation's history. The details of income and appropriations are given on the next page. Other income was principally \$36,369 received as dividends on annuity policies purchased in the past by the Corporation from Teachers Insurance and Annuity Association to supplement allowances for retired college professors provided by the Carnegie Foundation for the Advancement of Teaching.

Annual Report for 1959

	<i>1958-59</i>	<i>1957-58</i>	(+) (-) <i>from 1957-58</i>
Dividends and Interest on Securities	\$9,812,019	\$9,602,398	+ \$209,621
Other Income	<u>37,789</u>	<u>1,230</u>	+ 36,559
	\$9,849,808	\$9,603,628	+ \$246,180
Investment service and custody fee	<u>95,157</u>	<u>85,494</u>	+ 9,663
	\$9,754,651	\$9,518,134	+ \$236,517
Administrative Expenses	<u>685,350</u>	<u>621,642</u>	+ 63,708
	\$9,069,301	\$8,896,492	+ \$172,809
Transferred to reserves	<u>909,342</u>	<u>912,250</u>	- 2,908
	\$8,159,959	\$7,984,242	+ \$175,717
Appropriations			
Authorized	8,270,210	7,033,305	+ 1,236,905
Of previous years for payment in 1958-59	<u>100,000</u>	<u>1,094,000</u>	- 994,000
Excess of appropriations over income for the year	<u>\$210,251</u>	<u>\$143,063</u>	+ \$67,188
Appropriations refunded during the year	108,104	319,554	- 211,450
Unappropriated income brought forward from 1957-58	<u>314,098</u>	<u>137,607</u>	+ 176,491
Balance unappropriated and carried forward to 1959-60	<u>\$211,951</u>	<u>\$314,098</u>	- \$102,147
United States	<u>\$156,016</u>	<u>\$214,606</u>	- \$58,590
British Commonwealth	<u>55,935</u>	<u>99,492</u>	- 43,557

PRICE WATERHOUSE & CO.

56 Pine Street
New York 5
October 31, 1959

TO THE BOARD OF TRUSTEES,
CARNEGIE CORPORATION OF NEW YORK

We have examined the balance sheet of Carnegie Corporation of New York as of September 30, 1959 and the related statements of income, expenses and appropriations for the year then ended and other supporting schedules. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances, including confirmation of cash and securities owned at September 30, 1959 by correspondence with depositaries.

The attached financial statements have been prepared on the accrual basis except that dividend and interest income on securities and administration expenses, including expenditures for furniture and equipment, are reported on the cash basis of accounting. However, if the latter items were stated on the accrual basis of accounting, the effect on net income of the corporation would not be material.

In our opinion, the accompanying statements present fairly, on the basis indicated above which is consistent with that of the preceding year, the financial position of Carnegie Corporation of New York at September 30, 1959, and its income, expenses and appropriations for the year then ended.

PRICE WATERHOUSE & CO.

CARNEGIE CORPORATION OF NEW YORK

EXHIBIT I

BALANCE SHEET

*September 30, 1959**Assets*

Securities at Book Amount (SCHEDULE A and NOTE 1)

Bonds

U. S. Government	\$34,370,241
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Other	76,183,917
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Mortgage

6,281,473

Stocks

Preferred	5,542,991
-----------	-----------

Common	<u>76,423,267</u>
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Total (Approximate market quotations \$261,244,471)	\$198,801,889
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Cash	1,647,153
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Other Assets (NOTE 2)

Reversionary Interests	\$726,786
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Home Trust Co., Capital Stock	334,195
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Items at nominal value	<u>2</u>
------------------------	----------

1,060,983

<u>\$201,510,025</u>

NOTES

1. Investments in securities are carried generally at cost if purchased or at quoted market value at dates of receipt if acquired by gift.
2. See pages 87-88.

CARNEGIE CORPORATION OF NEW YORK

EXHIBIT I

BALANCE SHEET

September 30, 1959

Funds, Reserves and Liabilities

Capital Fund

Endowment	\$125,000,000
Legacies	10,336,869
Depreciation Reserve (NOTE 2)	
Balance at beginning of year	\$50,161,413
Add: Profit on sale of securities	4,600,786
Profit on recovery of Reversionary Interests	<u>998</u>
Balance at end of year	<u>54,763,197</u>
	\$190,100,066

Reserves for Pensions

Carnegie Foundation (NOTE 2)	\$880,001
Professors' Annuities	<u>190,194</u>
	1,070,195

Appropriations Authorized

Payable out of current funds	
United States	\$9,420,753
British Commonwealth	<u>707,060</u>
Totals (See page 79.)	10,127,813
Unappropriated Income to Date, United States (EXHIBIT II)	156,016
Unappropriated Income to Date, British Commonwealth (EXHIBIT III)	<u>55,935</u>
	<u><u>\$201,510,025</u></u>

CARNEGIE CORPORATION OF NEW YORK

EXHIBIT II

UNITED STATES

*Statement of Income, Expenses and Appropriations
For the Year Ended September 30, 1959
and Unappropriated Income*

Income

Dividends and interest on securities (SCHEDULE A)	\$9,219,750
Other Income *	37,789
	<u>\$9,257,539</u>
Less: Investment service and custody fee	95,157
	<u>\$9,162,382</u>
Administrative expenses (SCHEDULE C)	640,350
Net Income	<u>\$8,522,032</u>

Transfer to pension reserves

Carnegie Foundation	\$900,000
Professors' Annuities	<u>9,342</u>
Income available for appropriations	<u>909,342</u>

Appropriations of available income

Authorized during current year (see page 76.)	\$7,654,981
Authorized during prior years	<u>100,000</u>
	<u>\$7,754,981</u>

Deduct

Appropriations refunded or not needed	\$81,003
Recovery on Housing Improvement Fund	<u>2,698</u>
	<u>83,701</u>

7,671,280

Appropriations in excess of income for the year

\$58,590

Balance, unappropriated income, October 1, 1958

214,606

Unappropriated income to date

\$156,016

* Other income, see page 89.

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

EXHIBIT III

B R I T I S H C O M M O N W E A L T H

*Statement of Income, Expenses and Appropriations
 For the Year Ended September 30, 1959
 and Unappropriated Income*

Income

Dividends and interest on securities (SCHEDULE A)	\$592,269
Administrative expenses (SCHEDULE C)	<u>45,000</u>
Income available for appropriations	<u>\$547,269</u>

Appropriations authorized during year (see page 78.) \$615,229

Deduct

Appropriations refunded or not needed	<u>24,403</u>
	<u>590,826</u>

Appropriations in excess of income for the year \$43,557

Balance, unappropriated income October 1, 1958 99,492

Unappropriated income to date \$55,935

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

S C H E D U L E A

Summary of Securities Held

September 30, 1959

and Income for the Year

	<i>Shares</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>	(+) Greater or (-) Less than Book	<i>Income</i>
Bonds						
U. S. Government		\$33,700,000	\$34,370,241	\$31,545,726	- \$2,824,515	\$1,136,581
Other	75,259,703	76,183,917	68,317,694	- 7,866,223		2,916,997
Totals	\$108,959,703	\$110,554,158	\$99,863,420	- \$10,690,738		\$4,053,578
Mortgage	6,148,934	6,281,473	5,718,510	- 562,963		249,462
Stocks						
Preferred	107,059		5,542,991	4,548,890	- 994,101	277,663
Common	2,568,010		76,423,267	151,113,651	+ 74,690,384	5,231,316
Totals, SCHEDULE B	<u>2,675,069</u>	<u>\$115,108,637</u>	<u>\$198,801,889</u>	<u>\$261,244,471</u>	<u>+\$62,442,582</u>	
Total Income						<u>\$9,812,019</u>
British Commonwealth—Allocated in accordance with Resolution B2263						\$592,269
United States						9,219,750
						<u>\$9,812,019</u>

Summary of Security Transactions

During Year Ended September 30, 1959

	<i>Rights</i>	<i>Shares</i>	<i>Par</i>	<i>Book Amount</i>
Balance, October 1, 1958	14,000	2,386,113	\$116,522,551	\$194,447,356
Purchased, Transferred or Exchanged	130,000	517,577	19,342,000	33,141,158
Totals	144,000	2,903,690	\$135,864,551	\$227,588,514
Sold, Redeemed or Exchanged	<u>144,000</u>	<u>228,621</u>	<u>20,755,914</u>	<u>28,786,625</u>
Balance, September 30, 1959		<u>2,675,069</u>	<u>\$115,108,637</u>	<u>\$198,801,889</u>
Net Profit on Securities Sold, Redeemed or Exchanged				<u>\$4,600,786</u>

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

S C H E D U L E B

Statement of Securities

As of September 30, 1959

Bonds	Par	Book Amount	Approximate Market Quotations
U. S. Government,			
Treasury			
4s, Oct. 1, 1969	\$3,600,000	\$3,660,359	\$3,480,750
3½s, Nov. 15, 1974	1,300,000	1,300,000	1,217,938
3½s, Feb. 15, 1990	3,800,000	3,910,563	3,351,125
3¼s, June 15, 1978-83	9,400,000	9,761,107	8,154,500
Treasury Notes			
4s, Ser. B, Aug. 15, 1962	2,750,000	2,808,867	2,738,828
3½s, Ser. A, May 15, 1960	3,000,000	3,045,141	2,998,125
Treasury			
2½s, Investment Ser. A, Oct. 1, 1965 (Registered)	250,000	250,000	234,553
3½s, Certificates of Indebtedness, Ser. E, Nov. 5, 1959	1,100,000	1,109,684	1,098,969
Federal Land Banks			
4½s, July 15, 1969	250,000	252,852	246,250
4¾s, March 20, 1969	1,000,000	985,000	970,000
4¼s, March 20, 1968	1,500,000	1,493,438	1,440,000
3½s, Sept. 15, 1972	1,400,000	1,436,094	1,281,000
Federal Home Loan			
Notes 4½s, March 15, 1960	4,350,000	4,357,136	4,333,688
Totals	<u>\$33,700,000</u>	<u>\$34,370,241</u>	<u>\$31,545,726</u>
Allied Chemical & Dye Corp., Deb. 3½s, April 1, 1978 (Registered)	\$1,100,000	\$1,089,000	\$962,500
Aluminum Co. of Canada, Ltd., S. F. Deb. 4½s, April 1, 1980	1,000,000	1,022,540	983,750
S. F. Deb. 3½s, May 1, 1970	842,000	854,630	783,060
American Telephone & Telegraph Co.,			
Deb. 5s, Nov. 1, 1983	1,000,000	1,014,610	1,013,750
Deb. 4¾s, April 1, 1985	1,000,000	1,012,140	930,000
Deb. 3½s, July 1, 1990	1,000,000	1,027,500	850,000
Deb. 3¾s, Dec. 1, 1973	1,018,000	1,034,197	875,480
Deb. 2¾s, June 1, 1987	275,000	279,875	198,000
Deb. 2¾s, Feb. 1, 1971	1,000,000	1,007,970	825,000
Deb. 2¾s, Oct. 1, 1975	552,000	551,539	433,320
Deb. 2¾s, Aug. 1, 1980	215,000	215,000	155,338

Statement of Securities—*continued*

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Bethlehem Steel Corp., Cons. S. F. 2½s, Ser. 1, July 15, 1970	\$275,000	\$279,813	\$231,688
Carolina, Clinchfield & Ohio Ry. Co., 1st 4s, Ser. A, Sept. 1, 1965	174,000	178,475	157,035
Chicago, Burlington & Quincy R. R. Co., Eq. 3¼s, Ser. B, Aug. 1, 1960 to May 1, 1967	1,115,361	1,086,584	1,048,439
Chicago & North Western Ry. Co., 2nd Eq. Tr. Cts. 2¾s, Aug. 1, 1960	210,000	207,493	205,800
Chicago & Western Indiana R. R. Co., 1st S. F. 4½s, Ser. A, May 1, 1982	467,000	476,807	434,310
C. I. T. Financial Corp., Deb. 4¾s, July 1, 1970 Deb. 3½s, Sept. 1, 1970	1,000,000 500,000	976,250 492,875	990,000 438,750
Columbia Gas System, Inc., Deb. 3½s, Ser. F, April 1, 1981	750,000	748,164	630,000
Commonwealth Edison Co., 1st 3s, Ser. L, Feb. 1, 1977 S. F. Deb. 3s, April 1, 1999	250,000 392,000	260,625 404,544	195,000 278,320
Consolidated Edison Co. of New York, Inc., 1st & Ref. 5s, Ser. N, Oct. 1, 1987 Conv. Deb. 4s, Aug. 15, 1973 1st & Ref. 3s, Ser. D, Nov. 1, 1972 1st & Ref. 2¾s, Ser. C, June 1, 1972	1,000,000 92,000 290,000 275,000	1,007,770 92,000 293,045 280,500	1,022,500 97,520 230,913 217,250
Consumers Power Co., 1st 4¾s, Oct. 1, 1987	884,000	889,649	872,950
Deere & Co., Deb. 2¾s, April 1, 1965	350,000	357,000	315,000
Detroit Edison Co., Gen. & Ref. 4½s, Ser. P, Aug. 15, 1987 (Registered)	1,000,000	1,000,000	1,011,250
Florida Power Corp., 1st 3½s, July 1, 1986	1,005,000	1,020,375	864,300
Food Machinery Corp., S. F. Deb. 2½s, March 15, 1962	350,000	353,063	325,500
Ford Motor Co., Promissory Notes 4s, Nov. 1, 1976 (Registered)	2,500,000	2,500,000	2,325,000
Four Corners Pipe Line, Inc., Notes 5s, Sept. 1, 1982 (Registered)	1,000,000	1,000,000	993,750
General Electric Co., Deb. 3½s, May 1, 1976	2,000,000	2,010,000	1,780,000

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
General Electric Credit Co., Promissory Notes 4½s, Dec. 31, 1966 (Registered)	\$2,000,000	\$2,000,000	\$1,955,000
General Motors Acceptance Corp., Deb. 3⅓s, Sept. 15, 1961 Deb. 3⅓s, Sept. 1, 1975	2,006,000 600,000	1,995,955 594,500	1,953,343 510,000
Goodrich Co., B. F., Promissory Notes 3¼s, Sept. 1, 1977 (Registered)	1,425,000	1,425,000	1,223,719
Household Finance Corp., S. F. Deb. 2¾s, July 1, 1970	425,000	427,550	352,750
International Bank for Reconstruction & Development, 4½s, Dec. 1, 1973 4¼s, May 1, 1978 3½s, Jan. 1, 1969 3s, July 15, 1972	1,000,000 1,000,000 500,000 766,000	1,007,313 985,000 506,250 766,000	967,500 912,500 450,000 631,950
International Harvester Credit Corp., Deb. 4½s, Ser. A, Nov. 1, 1979	1,000,000	995,000	955,000
Long Island Lighting Co., 1st 5¼s, Ser. K, July 1, 1989	700,000	716,037	707,875
Louisville & Nashville R. R. Co., 1st & Ref. 3¾s, Ser. I, April 1, 2003	965,000	962,875	728,575
Metropolitan Edison Co., 1st 2¾s, Nov. 1, 1974	250,000	253,438	192,500
Minnesota Mining & Manufacturing Co., S. F. Deb. 2¾s, Oct. 1, 1967	257,000	258,928	230,015
Minnesota Power & Light Co., 1st 3½s, Sept. 1, 1975	285,000	293,725	228,000
New England Telephone & Telegraph Co., Deb. 3s, Oct. 1, 1982	330,000	335,363	241,725
New York & Pennsylvania Co., Inc., 1st 3½s, Oct. 1, 1965 (Registered)	528,000	528,000	485,760
New York Steam Corp., 1st 3½s, July 1, 1963	225,000	238,781	212,625
New York Telephone Co., Ref. 4½s, Ser. J, May 15, 1991	1,000,000	991,250	928,750
Northern Pacific Ry. Co., Eq. Tr. Cts. 2¾s, March 15, 1960 Eq. Tr. Cts. 2¾s, June 15, 1960	80,000 170,000	79,309 167,387	78,800 166,600
Northern States Power Co., 1st 2¾s, Oct. 1, 1975	250,000	255,137	190,000
Oklahoma Gas & Electric Co., 1st 2¾s, Feb. 1, 1975	300,000	305,215	228,000
Oregon-Washington R.R. & Navigation Co., Ref. 3s, Ser. A, Oct. 1, 1960	644,000	663,185	631,925

Statement of Securities—*continued*

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Pacific Gas & Electric Co., 1st & Ref. 3 $\frac{3}{8}$ s, Ser. Y, Dec. 1, 1987	\$1,000,000	\$1,027,500	\$775,000
1st & Ref. 3s, Ser. L, June 1, 1974	250,000	260,000	204,375
1st & Ref. 3s, Ser. M, Dec. 1, 1979	575,000	622,281	443,469
1st & Ref. 2 $\frac{7}{8}$ s, Ser. Q, Dec. 1, 1980	275,000	271,344	201,438
Pacific Power & Light Co., 1st 5 $\frac{3}{4}$ s, Sept. 1, 1987	500,000	519,630	513,750
Pacific Telephone & Telegraph Co., Deb. 4 $\frac{3}{8}$ s, Aug. 15, 1988	1,000,000	1,025,300	911,250
Deb. 3 $\frac{1}{8}$ s, Oct. 1, 1987	295,000	298,688	228,625
Panhandle Eastern Pipe Line Co., Deb. 2 $\frac{1}{4}$ s, May 1, 1960	132,000	127,068	130,020
Deb. 2 $\frac{1}{4}$ s, May 1, 1961	167,000	161,795	160,111
Pennsylvania R. R. Co., Eq. Tr. Cts. 2 $\frac{1}{8}$ s, Ser. S, July 1, 1962	200,000	191,901	184,000
Philadelphia Electric Co., 1st & Ref. 2 $\frac{7}{8}$ s, Feb. 1, 1978	275,000	272,938	209,000
1st & Ref. 2 $\frac{3}{4}$ s, Nov. 1, 1967	273,000	274,883	234,439
Public Service Co. of Indiana, Inc., 1st 4 $\frac{7}{8}$ s, Ser. L, Oct. 1, 1987 (Registered)	1,000,000	1,000,000	981,250
1st 3 $\frac{1}{8}$ s, Ser. F, Sept. 1, 1975	245,000	251,027	196,000
Public Service Co. of Oklahoma, 1st 2 $\frac{3}{4}$ s, Ser. A, July 1, 1975	225,000	230,388	171,563
Public Service Electric & Gas Co., Deb. 3 $\frac{1}{2}$ s, Oct. 1, 1975	1,000,000	1,027,500	845,000
Quebec Hydro-Electric Commission, Deb. 5s, Ser. X, July 15, 1984	1,000,000	1,000,000	987,500
Sears, Roebuck & Co., S. F. Deb. 4 $\frac{3}{4}$ s, Aug. 1, 1983	1,500,000	1,500,000	1,488,750
Sears Roebuck Acceptance Corp., Sub. Deb. 4 $\frac{5}{8}$ s, May 1, 1977	1,400,000	1,386,000	1,323,000
Shell Caribbean Petroleum Co., 4s, Oct. 1, 1968 (Registered)	3,800,000	3,800,000	3,610,000
Sinclair Oil Corp., Conv. Deb. 4 $\frac{3}{8}$ s, Dec. 1, 1986	1,000,000	1,103,803	1,028,750
Skelly Oil Co., Deb. 2 $\frac{3}{4}$ s, July 1, 1965	370,000	376,475	340,400
Southern Bell Telephone & Telegraph Co., Deb. 4s, Oct. 1, 1983	1,000,000	1,005,450	870,000
Southern Pacific Co., Eq. Tr. Cts. 3 $\frac{5}{8}$ s, Ser. UU, Aug. 1, 1967	200,000	201,345	180,000
Eq. Tr. Cts. 3 $\frac{5}{8}$ s, Ser. UU, Aug. 1, 1968	200,000	201,444	178,000
Eq. Tr. Cts. 3 $\frac{5}{8}$ s, Ser. UU, Aug. 1, 1969	200,000	201,540	176,000
Eq. Tr. Cts. 3 $\frac{5}{8}$ s, Ser. UU, Aug. 1, 1970	200,000	201,633	174,000
Eq. Tr. Cts. 3 $\frac{5}{8}$ s, Ser. UU, Aug. 1, 1971	200,000	201,722	172,000
Southern Ry. Co., 1st Cons. 5s, July 1, 1994	1,000,000	1,333,176	1,000,000

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Southern Ry. Co., Participation in sale agreement covering railway equipment 2.95s, Oct. 1, 1959-61	\$402,342	\$402,342	\$394,295
Standard Oil Co. (N. J.), Deb. 2 3/4s, July 15, 1974	850,000	854,250	699,125
Superior Oil Co., Deb. 3 3/4s, July 1, 1981	1,000,000	1,000,000	890,000
Swift & Co., Deb. 2 5/8s, Jan. 1, 1972	101,000	101,505	82,315
Tennessee Gas Transmission Co., Deb. 4 1/2s, Jan. 1, 1977	1,000,000	1,022,701	872,500
Deb. 4 1/4s, Sept. 1, 1974	935,000	991,147	804,100
1st 3 1/2s, Sept. 1, 1971	471,000	470,689	397,995
1st 2 3/4s, April 1, 1966	219,000	222,285	193,815
Texas Eastern Transmission Corp., 1st 5 5/8s, Sept. 1, 1977	500,000	510,489	505,000
Texas Electric Service Co., 1st 2 3/4s, March 1, 1975	285,000	287,850	216,600
Tide Water Associated Oil Co., S. F. Deb. 3 1/2s, April 1, 1986	1,000,000	1,000,000	785,000
Trunkline Gas Co., 1st 3 5/8s, Nov. 1, 1975 (Registered)	917,000	917,000	787,474
270 Park Avenue Corp., S. F. Notes 4 1/2s, Dec. 31, 1996 (Registered)	3,000,000	3,000,000	2,763,750
United Biscuit Co. of America, Deb. 2 3/4s, April 1, 1966	135,000	137,888	113,400
U. S. Steel Corp., S. F. Deb. 4s, July 15, 1983	500,000	502,500	455,000
Utah Oil Refining Co., Promissory Notes 3.05s, March 1, 1970 (Registered)	1,000,000	1,000,000	880,000
Virginia Electric & Power Co., 1st & Ref. 2 3/4s, Ser. E, March 1, 1975	275,000	279,813	206,250
West Penn Power Co., 1st 3 1/2s, Ser. I, Jan. 1, 1966	325,000	344,771	295,750
1st 3s, Ser. L, May 1, 1974	275,000	288,625	225,500
Woolworth Co., F. W., Promissory Notes 5s, Dec. 1, 1982 (Registered)	1,000,000	1,000,000	993,750
<i>Mortgage</i>			
Abilene AFB Housing, Inc., 4% Mortgage Notes, 1959-82	\$6,148,934	\$6,281,473	\$5,718,510

Statement of Securities—*continued*

<i>Preferred Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Appalachian Power Co., (cum.) 4½%	1,859	\$212,151	\$168,240
Atchison, Topeka & Santa Fe Ry. Co., (non-cum.) 5%	30,000	271,487	300,000
Carrier Corp., (cum.) 4½%	5,700	302,091	230,850
Cleveland Electric Illuminating Co., (cum.) \$4.50	2,100	232,833	196,350
Connecticut Light & Power Co., (cum.) \$2.	5,500	295,354	213,125
Dayton Power & Light Co., (cum.) "A" 3.75%	440	44,000	32,340
Hartford Electric Light Co., (cum.) 3.90%	2,200	110,000	83,600
Kansas Power & Light Co., (cum.) 4½%	1,700	189,969	147,050
Monongahela Power Co., (cum.) 4.40%	2,750	306,795	233,750
New York State Electric & Gas Corp., (cum.) 3.75%	2,700	265,725	197,100
Niagara Mohawk Power Corp., (cum.) 3.90%	2,140	222,560	162,640
(cum.) 3.60%	2,300	236,555	163,300
Northern States Power Co., (cum.) \$3.60	1,130	116,108	78,535
Ohio Edison Co., (cum.) 3.90%	2,800	287,350	218,400
Ohio Power Co., (cum.) 4½%	1,300	148,830	116,350
Pacific Gas & Electric Co., 1st (cum.) 5% Redeemable	21,000	552,493	504,000
Public Service Co. of Colorado, (cum.) 4¼%	1,400	140,000	113,400
Public Service Co. of Oklahoma, (cum.) 4%	1,500	154,125	114,750
Public Service Electric & Gas Co., (cum.) 4.08%	2,340	238,680	184,860
South Carolina Electric & Gas Co., (cum.) 5%	3,300	173,468	156,750
Southern California Edison Co., (cum.) 4.32%	6,200	178,350	131,750
Union Electric Co., (cum.) \$4.50	1,300	148,782	116,350
U. S. Steel Corp., (cum.) 7%	3,500	484,552	493,500
Virginia Electric & Power Co., (cum.) \$5.	1,900	230,733	191,900
Totals, Preferred Stocks	<u>107,059</u>	<u>\$5,542,991</u>	<u>\$4,548,890</u>

<i>Common Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Air Reduction Co.	6,500	\$472,817	\$510,250
Allied Chemical Corp.	7,761	328,343	866,322
Amerada Petroleum Co.	3,900	516,692	298,838
American Brake Shoe Co.	11,000	526,260	556,875
American Electric Power Co., Inc.	20,000	275,078	950,000
American Machine & Foundry Co.	9,500	419,546	824,125
American Telephone & Telegraph Co.	62,400	3,012,969	4,929,600
Bankers Trust Co.	12,500	687,343	1,104,688
Bethlehem Steel Corp.	66,000	1,102,321	3,712,500
Caterpillar Tractor Co.	62,400	361,083	1,965,600
Central & South West Corp.	51,600	1,477,289	3,057,300
Champion Paper & Fibre Co.	23,000	671,542	943,000
Chesapeake & Ohio Ry. Co.	19,300	1,340,770	1,317,225
Christiana Securities Co.	115	640,320	1,932,000
Consolidated Edison Co. of New York, Inc.	33,000	1,605,944	2,054,250
Continental Can Co., Inc.	27,500	943,781	1,326,875
Continental Illinois National Bank & Trust Co. (Chicago)	6,200	633,061	756,400

<i>Common Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Continental Insurance Co.	8,775	\$496,293	\$429,975
Continental Oil Co.	25,000	522,282	1,275,000
Crown Zellerbach Corp.	18,000	420,659	994,500
Dow Chemical Co.	10,612	372,157	864,878
Dresser Industries, Inc.	12,000	618,506	372,000
Du Pont de Nemours & Co., E. I.	7,500	323,364	1,882,500
Eastern Gas & Fuel Associates	26,010	941,793	702,270
Eastman Kodak Co.	26,800	358,529	2,328,250
Firestone Tire & Rubber Co.	15,606	600,829	1,958,553
First National Bank of Boston	7,700	651,363	693,000
First National City Bank of New York	9,000	658,877	744,750
Florida Power & Light Co.	54,800	646,114	2,692,050
Ford Motor Co.	20,000	1,518,372	1,647,500
General Electric Co.	80,000	871,281	6,310,000
General Mills, Inc.	40,200	818,503	1,306,500
General Motors Corp.	70,000	570,989	3,841,250
General Portland Cement Co.	36,200	1,014,141	1,448,000
Goodrich Co., B. F.	27,000	271,891	2,274,750
Goodyear Tire & Rubber Co.	17,686	897,813	2,246,122
Gulf Oil Corp.	16,380	676,611	1,830,465
Halliburton Oil Well Cementing Co.	15,000	297,430	783,750
Ingersoll-Rand Co.	26,000	428,585	2,106,000
Inland Steel Co.	46,500	835,704	2,243,625
International Business Machines Corp.	3,075	529,306	1,265,363
International Nickel Co. of Canada, Ltd.	9,000	439,204	837,000
International Paper Co.	11,928	573,027	1,513,365
Island Creek Coal Co.	15,000	790,071	521,250
Johns-Manville Corp.	27,000	529,693	1,377,000
Joy Manufacturing Co.	13,000	908,941	599,625
Kaiser Aluminum & Chemical Corp.	50,000	521,832	2,918,750
Kennecott Copper Corp.	20,800	944,678	1,918,800
Lehigh Portland Cement Co.	36,000	1,322,503	1,071,000
Libbey-Owens-Ford Glass Co.	16,000	146,866	1,096,000
Louisiana Land & Exploration Co.	48,000	1,086,259	2,412,000
Merck & Co., Inc.	6,000	414,877	469,500
Minneapolis-Honeywell Regulator Co.	8,900	234,366	1,062,438
Monsanto Chemical Co.	15,000	360,977	757,500
Montana Power Co.	63,000	702,737	1,543,500
National Bank of Detroit	6,626	392,890	372,713
National Gypsum Co.	21,036	967,457	1,135,944
National Lead Co.	12,000	64,314	1,365,000
Newmont Mining Co.	14,805	1,088,074	1,106,674
New York State Electric & Gas Corp.	26,000	1,294,055	1,482,000
Niagara Mohawk Power Corp.	48,100	1,486,225	1,707,550
Norfolk & Western Ry. Co.	20,000	1,354,071	1,850,000
Northwest Bancorporation	14,850	360,771	460,350
Ohio Oil Co.	19,500	743,951	723,938
Pacific Gas & Electric Co.	30,000	1,247,996	1,860,000
Panhandle Eastern Pipe Line Co.	37,700	739,900	1,724,775
Parke, Davis & Co.	30,000	779,019	1,308,750
Phelps Dodge Corp.	42,200	1,006,914	2,431,775
Philip's Gloeilampenfabrieken	1,050	1,252,550	1,808,625
Procter & Gamble Co.	10,000	228,313	830,000
Public Service Electric & Gas Co.	55,700	2,269,032	2,060,900
Puget Sound Power & Light Co.	30,500	766,984	1,037,000

Statement of Securities—*continued*

<i>Common Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Republic Steel Corp.	14,200	\$1,009,754	\$1,068,550
Revere Copper & Brass, Inc.	10,000	521,740	472,500
San Diego Gas & Electric Co.	35,000	835,718	905,625
Schering Corp.	7,000	350,736	448,875
Sears, Roebuck & Co.	30,000	224,676	1,458,750
Shell Oil Co.	18,800	617,565	1,417,050
Sinclair Oil Corp.	21,500	1,159,396	1,147,563
Socony Mobil Oil Co., Inc.	60,300	1,947,805	2,517,525
Southern California Edison Co.	15,000	675,320	909,375
Southern Co.	20,000	745,390	755,000
Southern Ry. Co.	6,500	318,740	349,375
Southwestern Public Service Co.	25,000	686,997	1,050,000
Spencer Chemical Co.	10,000	575,722	802,500
Square D Co.	42,840	1,277,612	1,403,010
Standard Oil Co. of California	24,500	748,194	1,200,500
Standard Oil Co. (Indiana)	20,000	1,022,159	860,000
Standard Oil Co. (N. J.)	80,351	815,799	3,897,024
Texaco, Inc.	25,500	265,699	1,963,500
Texas Utilities Co.	10,000	379,515	692,500
Union Carbide Corp.	15,000	321,053	2,085,000
Union Electric Co.	84,000	1,588,211	2,646,000
U. S. Foil Co., Inc. "B"	16,524	650,202	1,084,388
U. S. Plywood Corp.	22,980	682,513	953,670
U. S. Steel Corp.	57,000	1,407,180	5,728,500
Utah Power & Light Co.	28,000	690,039	899,500
West Virginia Pulp & Paper Co.	10,400	613,287	513,500
Westinghouse Electric Co.	20,000	471,844	1,782,500
Weyerhaeuser Co.	20,000	154,395	832,500
Wisconsin Electric Power Co.	15,400	290,908	558,250
Totals, Common Stocks	<u>2,568,010</u>	<u>\$76,423,267</u>	<u>\$151,113,651</u>

CARNEGIE CORPORATION OF NEW YORK

SCHEDULE C

*Administrative Expenses**For the Year Ended September 30, 1959*

Salaries	\$362,376
Insurance and Employee Benefits	64,510
Pensions	24,461
Auditing	3,000
Legal Services	6,228
Rent	66,365
Office Equipment and Maintenance	11,221
Office Supplies	6,544
Telephone, Telegraph and Postage	14,910
Annual and Quarterly Reports	38,071
Duplicating Services	7,250
Review of Proposals and Grants	7,970
Trustee Expenses	227
Travel	31,645
Miscellaneous	40,572
Total	<u><u>\$685,350</u></u>
Charged to United States	\$640,350
Charged to British Commonwealth	45,000
	<u><u>\$685,350</u></u>

THE CARNEGIE PHILANTHROPIES

Andrew Carnegie set out to give away \$300 million. He gave away \$311 million.

Gifts to hundreds of communities in the English-speaking world helped to make his idea of the free public library as the people's university a reality. In all, 2,507 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he had made his fortune. From experience he knew the importance of science applied to commerce and industry, and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

He set up the Carnegie Trust for the Universities of Scotland to assist needy students and to promote research in science, medicine, and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created the Carnegie Foundation for the Advancement of Teaching, primarily as a pension fund for college teachers, to lessen some of the economic hazards of this profession. To work for the abolition of war, he established the Carnegie Endowment for International Peace. And to recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, and the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, he created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined, to carry on his spirit and system of giving. The terms of this trust are broad: to promote the advancement and diffusion of knowledge and understanding among the people of the United States and certain parts of the British Commonwealth. The Corporation was the culmination of his program of giving.

Each of the Carnegie agencies has its own funds and trustees. Each is independently managed, with the exception of the Carnegie Foundation for the Advancement of Teaching, which shares Carnegie Corporation's offices and has the same officers.

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